

FIFTH AND SIXTH CLASS

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

**FIFTH AND SIXTH CLASSES**

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# Resource Materials for Relationships and Sexuality Education

Fifth and Sixth Class

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# Resource Materials for Relationships and Sexuality Education

Fifth and Sixth Class

## 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.

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# Resource Materials for Relationships and Sexuality Education

## Fifth and Sixth Class

# Introduction

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

The materials are not prescriptive, rather they provide a menu of options for classroom lessons. Teachers will choose lessons that are appropriate to the age and stage of development of the children and in accordance with the school policy.

Options are offered for each RSE theme, with 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.

The School Policy on RSE will be 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.

RSE seeks to provide children with opportunities to acquire knowledge and understanding of relationships and human sexuality, through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

## 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 timetable provision for SPHE/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.



# Resource Materials for Relationships and Sexuality Education

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### What is going to be taught?

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.

There are two Strands in the RSE Curriculum and Guidelines: “Myself” and “Myself and Others”. Within these Strands the topics are arranged in Strand Units. Under “Myself” the Strand Units include self-esteem, growing and changing, new life, feelings and emotions, keeping safe and making decisions. Under “Myself and Others” the topics are based on relationships with family, friends and other people.

These materials are based on the Strand Units as outlined and are intended as a support for schools in delivering their RSE Programme.

### How is it going to be taught?

RSE is an integral part of Social, Personal and Health Education (SPHE), as is 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 RSE.

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 as laid down by the NCCA 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.

### Partnership with parents/guardians in RSE

It is enshrined in the Irish Constitution that “The State acknowledges The Family as the natural and primary educator of the child and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children”. Accordingly, it is the duty of parents/guardians to ensure that their own religious and moral values will be central to what they teach at home.

The following pages entitled “Partnership with Parents/Guardians in Relationships and Sexuality Education’ have been prepared to support parent involvement in the introduction of RSE to fifth and sixth class pupils. Schools may wish to give these notes to parents at the start of the school year for fifth and sixth classes.

### Partnership with Parents/Guardians in Relationships and Sexuality Education

#### Dear Parents/Guardians

By now you probably know about the new curriculum on Relationships and Sexuality Education (RSE) which is being introduced into all primary and post-primary schools. RSE is a partnership involving parents, teachers and management. We are sending you this information about the RSE curriculum for fifth and sixth class children so that you will know what your child will be learning in school. This will also give you an opportunity to discuss various aspects of RSE with your child before s/he learns about them in school.

#### Social, Personal and Health Education

There is general agreement that education is for life and living and not just to help young people to get a job. Schools offer a chance for children to develop as well-rounded human beings. A new subject for children is being introduced into all primary schools to support this important work. This subject is called Social, Personal and Health Education (SPHE). It is within SPHE that RSE will be taught. It is also within SPHE that other important topics will be covered. Topics in SPHE include:

- Relationships and Sexuality Education
- Keeping Safe
- Healthy Lifestyles
- Care of the Environment
- Bullying
- Nutrition Education
- Substance Use and Misuse
- Media Education
- Responsibilities for Living and Working with Others.

SPHE is concerned with the personal development, well-being and fulfilment of children. Children have an opportunity to acquire skills during SPHE such as the ability to:

- develop self-esteem and self confidence
- communicate more effectively
- make responsible decisions and choices
- manage feelings in a responsible way
- make healthy choices
- develop safety skills
- critically examine the influence of the media on human behaviour.

At the heart of this work is the promotion of a way of life that is caring, respectful and thoughtful, not only in regard to others but also in regard to oneself and the world we live in.

SPHE will have time of its own in the school week and will also be taught through other subjects. Each school in the kind of atmosphere it creates, will try to reinforce the work done in the SPHE class. This means that children will experience SPHE as it is lived in everyday life. For example, the way in which people relate to each other or the value placed on healthy behaviours will give particular messages to children.

You will be aware that each school community has drawn up a policy for RSE, and representatives of parents have been involved in this process. The policy will indicate how RSE will be taught and how it will address specific issues such as class arrangements where different age groups of children are together, or situations where parents may wish to withdraw their child from a particular RSE class or specific aspects of the RSE programme.

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### RSE Teaching Materials

The Department of Education and Science supported the development of teaching materials for use by teachers in the delivery of RSE in the classroom. The teaching materials acknowledge parents/guardians as the primary educators of their children and provide assistance to teachers in their complementary and supportive role. Parents/guardians are welcome to look at the classroom materials and can contact the school principal to do this.

There are Home-School Links pages for each topic and these pages provide you with some material from the classroom lessons. These are **not** homework worksheets to be returned to school. They are intended to give you an insight into some of the work being done in school, and support you in your work with your child at home. When you know what your child is learning through RSE in school, you will be able to use day to day opportunities to discuss the same issues as they arise at home.

The following suggestions may help parents/guardians.

- ▲ A parent booklet on RSE called 'Going Forward Together' was circulated by the Department of Education and Science. This booklet provides information on RSE and answers many questions that parents/guardians frequently ask about the programme. Copies of the parent booklet are available from the school.
- ▲ Listening to children and hearing about what is going on in their lives is rewarding for both parents and children. Bedtime, evenings or weekends are often times 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 talk to each other and build good communication.
- ▲ All children have their own special and unique story, whether they live in a conventional family group, with their lone parent or in other family units. Children need to know about and celebrate their own story and uniqueness. Parents/guardians can create opportunities from an early age to do this.
- ▲ As children reach fifth or sixth class, parents will have developed ways of communicating with them that may not have been possible when they were younger. As children approach adolescence, they are interested in all aspects of growing up. Sometimes parents can find it difficult to talk about issues relating to puberty. A T.V. programme or advertisement may be a useful starting point for discussion.

## An Introduction to the Fifth and Sixth Class RSE Curriculum

At primary level, RSE aims to help children learn about their own development and about their friendships and relationships with others. This work will be based on developing a good self-image, promoting respect for themselves and others and providing them with appropriate information.

The themes for Fifth and Sixth Class are as follows:

### FIFTH CLASS

- The Person I am
- Different Kinds of Friends
- My Family
- Keeping Safe
- Feelings and Emotions
- My Body Grows and Changes
- The Wonder of New Life
- Caring for New Life
- Making Healthy Decisions

### SIXTH CLASS

- ▲ Me and My Aspirations
- ▲ Different Kinds of Love
- ▲ Families
- ▲ Keeping Safe and Healthy
- ▲ Feelings and Emotions
- ▲ Growing and Changing
- ▲ Relationships and New Life
- ▲ A Baby is a Miracle
- ▲ Choices and Decision-Making

Moving into adolescence is a time of challenge and change for the young person. Changes take place physically, psychologically and socially. These changes are unique to each young person. It can be a very confusing time for children. Their bodies are changing, friends are becoming more important and their thoughts and feelings are maturing.

It is natural for parents/guardians to want to teach, protect and help their children to prepare for adult life. Parents themselves may recall their own experiences of learning about their growth and development. In the past, matters to do with relationships and sexuality may not have been discussed as openly as they are now. On the other hand, parents/guardians can have concerns about the wide range of information actually available to children today. Television, videos, advertising books, magazines, computers and of course friends, are sources of information and influence about relationships and sexuality. Many parents may not even be aware of, or indeed may not like, some of the messages their children are getting from these sources. The partnership approach between home and school in RSE will assist children in making healthy informed decisions and developing positive attitudes and values.

The ordinary events of family life provide many opportunities for open communication to be established between parents and their children. Building on this foundation, parents/guardians will find it easier to discuss the more sensitive aspects of human sexuality, including puberty, conception and birth. As a parent, you know what is important for your child to learn as s/he approaches adolescence and there are many books and videos available which you might find useful and which may give you more comfort and confidence in this work. People have individual preferences in regard to books so it is important that you read the books before you discuss them or make them available to your child. Your school may also have resources for parents/guardians, as can your local library or book shop.

Throughout fifth and sixth class, there will be ongoing communication between parents and school through the Home-School Links pages. We are including some brief information on the

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more sensitive aspects of RSE in these notes, as many parents will wish to discuss these with their children before they learn about them in school. Topics relating to human growth and development will be taught in the context of Social, Personal and Health Education. In this way, children will learn the necessary skills and develop attitudes that help to establish caring and respectful relationships. If you would like any detail about the timetabling of specific topics, you could contact your class teacher for information.

## Psychological, Emotional and Social Changes at Puberty

Friendships and relationships play an important role in the lives of children. They help children to develop their understanding of themselves and the social world in which they live. As girls and boys approach puberty, hormones are produced in the body and these bring about many changes. Boys and girls may find that their moods change quickly. Mood changes are almost like being on a stormy sea, one moment young people may feel very happy and the next they may feel lonely and sad. Boys and girls may experience conflicting feelings about wanting to remain a child and at the same time wanting to become an independent adult. They may wonder who they are and what is important to them. These changes can be exciting, but sometimes they can leave them feeling confused.

As children go through puberty, they often test the boundaries of their relationship with their parents and this can result in conflict. Children may want a new, more adult relationship with their parents but are unsure how to achieve it. Parents are also learning to live with their child as a more grown up person. It is important that children have supportive relationships with people they can trust such as parents, teachers and friends. This will help them to cope with the psychological and social changes more easily.

## Physical Changes at Puberty

Some boys and girls begin the physical changes of puberty as early as 9 or 10 years of age and others do not begin changing until they are 15 or 16 years old. Parents need to reassure their children that they are normal whether they start puberty early or late. On average, boys begin puberty about a year later than girls. Changes which are common to girls and boys during puberty include physical growth, change in the voice, increase in body hair and skin changes.

## Girls Growing Up

The following changes generally occur in girls during puberty:

- ▲ Breasts develop
- ▲ Menstruation/periods begin
- ▲ A growth spurt occurs
- ▲ Underarm and pubic hair begin to grow
- ▲ Hips broaden
- ▲ Perspiration may increase
- ▲ Oily skin and pimples may develop.

Parents will need to prepare their daughter in advance for the changes that take place in puberty especially menstruation. It can be a frightening experience for a girl if she is unprepared for her first period. Menstruation is a monthly discharge of blood from the womb. On average girls will have their first period between 11 and 13 years of age. Some girls will have periods as early as 9 and others as late as 16 years of age. In the beginning, periods are often irregular and generally it can take a few years for the cycle to regularise.

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### Boys Growing Up

The following changes generally occur in boys during puberty:

- ▲ A growth spurt occurs
- ▲ The testicles, scrotum and penis enlarge
- ▲ Pubic, facial and other body hair begin to grow
- ▲ The voice deepens
- ▲ Nocturnal emissions/‘wet dreams’ occur
- ▲ Perspiration may increase
- ▲ Oily skin and pimples may develop.

Sperm is made in the testicles which hang in a sac called the scrotum. The scrotum is located outside the body behind the penis.

Sometimes when a boy is asleep, sperm is released from his body in a fluid called semen. When ejaculation or emission of semen occurs during sleep, this is called a ‘wet dream’ or nocturnal emission. It is important to emphasise that ‘wet dreams’ are temporary and normal during puberty.

Parents may need to reassure their son that the rate of growth in boys is not always even. For example, the legs may grow so fast that the muscles responsible for their movement may not be in total control and the boy may appear clumsy and uncoordinated. If boys are aware of this possibility, they are better able to cope.

It is important that girls and boys are supported in all of their experiences and that changes at puberty are celebrated in the family.

### The Creation of New Life

Children have many experiences of new life. These may include 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 educating children to understand new life and how it comes about, parents are encouraging them not to take these daily miracles for granted but to respect, value and cherish new life.

### Becoming a Parent

Becoming a parent is perhaps the most responsible job that an adult can do in life and it is essential that a lot of thought and preparation is given to it in advance. For this reason, children who have come through puberty must be taught that while they may be physically able to have a baby, they are not ready emotionally or socially to take on this task.

Parents/guardians will ensure that their own religious and moral values will be central to what they teach at home. In the RSE programme in school, conception and birth are taught in the context of a loving, stable and committed relationship where new life is respected, valued and cherished. Equally each school will ensure that teaching about human reproduction and new life will be informed by its religious and moral ethos.

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### Conception

The most intimate expression of love is when a man and woman express their love for one another physically in sexual intercourse. During sexual intercourse the man and woman become physically close to one another and the man's penis enters the woman's vagina. This is a special experience for the man and woman and ideally happens in the context of a committed loving relationship as in marriage.

Every month a woman produces an ovum or egg in one of her ovaries. About mid way in a woman's menstrual cycle, the ovum is released from the ovary and travels along the fallopian tube. There are two fallopian tubes connecting the ovaries to the womb. If the ovum is fertilised by the woman having sexual intercourse during this time, conception can take place. The fertilised egg makes its way to the womb and embeds itself in the soft lining where the growth of a baby begins. The woman's periods stop for the duration of the pregnancy. If conception does not take place, the ovum is shed from the body during the woman's period.

### Caring for New Life: Before Birth

A baby needs a lot of care in its mother's womb where it will be for nine months. As the baby grows, it depends totally on its mother for food. The food is passed through a tube called the umbilical cord. Because the baby depends entirely on its mother for food, it is very important that she eats a healthy balanced diet and takes regular exercise and rest.

Just as good things travel through the umbilical cord to the baby, other substances can pass through which may harm the baby. These include alcohol, drugs and nicotine from smoking. Some viruses can also harm the development of the baby in the womb. The most common known virus is rubella or German Measles. In order to avoid getting German Measles while pregnant, all children around the age of twelve get the 'MMR' at school. This is an injection to immunise against measles, mumps and rubella.

### Caring for New Life: Birth

A baby spends on average nine months in its mother's womb before birth. When the baby is ready to be born muscles in the mother's abdomen contract and she feels some pain. This is often called 'labour pains'. The strong muscles help to push the baby out. The baby travels down through the vagina to begin a new life outside the womb. When born, the baby is able to breathe on its own and no longer needs the umbilical cord for nourishment. The doctor or midwife ties the cord and cuts it neatly. This is the site of the baby's navel or 'belly button'.

### Caring for New Life: After Birth

After the baby is born s/he is now ready to feed by mouth. The mother is able to feed the baby herself with milk from her breasts. Breast milk contains the right ingredients in the correct quantities to help the baby grow and develop a healthy immune system. Some mothers prefer to bottle feed their babies. All baby foods are balanced nutritionally to meet the baby's needs.

The baby also needs a lot of love and care from the moment s/he is born. Parents do this by cuddling, playing and talking to the baby. The birth of the baby will bring with it great opportunities and changes in the lives of the parents.

As a parent/guardian, you might discuss with your child the changes that s/he brought to your life and how different your life has become as a result. You may also have opportunities to observe the arrival of a new baby in your extended family or in a neighbour's home.

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### Summary

Education in relationships and sexuality is an ongoing process throughout your child's development. It is most effective when you and your school work together in partnership. Being close to your child during his or her journey through puberty will be challenging and rewarding for you and your child alike.



### Suggested Teaching Approaches

The approaches suggested for Fifth and Sixth Classes include:

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

#### 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', 'Mam/Dad', 'Mum/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 s/he finds most appropriate.

Support from and clarification by the teacher will be necessary, particularly in younger classes where children cannot 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. Group-work also affords children an opportunity to speak and to listen, to share ideas, to learn from each other, to clarify values and to work independently without constant teacher direction.

Much of the group work in the classroom materials involves discussion and decision making. It is advisable to appoint a secretary who will record what is said or decisions which are reached and a reporter who will give feedback to the whole class. These posts may be decided by the teacher or the class, as appropriate. The rules for group discussion and decision making activities may be compiled at the beginning of the year by the teacher and the class. These may be displayed in the classroom, e.g.,

#### Rules for Group Discussion

- Respect underpins our group-work.
- Each person in the group gets a chance to speak.
- Everyone listens when someone is speaking.
- All contributions are valued.
- No-one feels that his/her ideas are not worthwhile.
- Children give reasons for their ideas.

The following is a method of making decisions in groups, beginning with individual thinking, then sharing and agreeing decisions in pairs and finally getting into groups to pool decisions and arrive at consensus:

#### Steps for Group Decision-Making

1. Asking each child to work alone at first, the teacher presents a task to the class.
2. Each child is asked to think silently and make ... (number?) decisions.
3. Then each child is assigned a partner at random.
4. In pairs, the children compare their decisions and explain the reasons for giving them and the possible consequences of each.
5. Each pair is asked to agree on a joint list of ...( number?) decisions between them. These can be from the ideas already written down or they may be new ideas. Each child writes down the agreed ideas.
6. Next, groups are formed with three pairs in each. Each pair shares the decisions which were agreed between them, giving reasons and the expected consequences of each.
7. Each group has to agree on ... decisions. These can be from the pairs' lists or they may think of new ones. The groups' agreed list is written down by everybody.

A group secretary and reporter may be appointed by the teacher and/or the group members to record decisions and give feedback to the whole class.

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### 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 re-creation of experience through play, mediated by a parent, guardian, minder or teacher, forms the basis for natural learning.

Play involves learning about oneself 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 an 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. Class Round

Children sit in a circle where they can see each other and make eye contact. Topics can be discussed with everybody contributing through the 'round' system where each child speaks in turn. A 'talking object' (any item) can be passed around to indicate that the child holding it is speaking and has the right to be heard. Rules for Class Round will be agreed at the beginning of the year and a familiar pattern of working together at Class Round is quickly established.

### 8. 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.

## Resource Materials for Relationships and Sexuality Education

### Fifth and Sixth Class

- 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.

## 9. A Video

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 Catalogue e.g. members of the school community, to satisfy themselves that the content of videos which they propose to use with pupils, is appropriate to their needs and in line with school policy and programme.

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)*

# Resource Materials for Relationships and Sexuality Education

## Fifth and Sixth Class

### 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.
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 learning 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.

## 10. 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. The RSE resource materials incorporate aspects of drama such as script-writing, mime and role-play. Role-play allows children to speak freely, from a perspective which may be new to them, facilitating deeper thinking and breadth of vision. Educational drama helps children to develop a range of communication skills, to form judgements and clarify values in their lives.

## 11. Debate

1. The motion to be debated is written on the blackboard.
2. Divide the class in two. One half has to find arguments that support the motion and the other half must disagree. Explain to the children that they may actually find themselves supporting an argument they don't necessarily agree with, but this is one of the skills of debating.
3. Draw a line down the middle of the blackboard. Write a simple statement on each side of the blackboard to keep the children's minds clear about what they are debating:

## Resource Materials for Relationships and Sexuality Education

### Fifth and Sixth Class

<b>For</b>	<b>Against</b>
I agree with the motion.	I disagree with the motion.
I think ...	I do not think ...

4. The class as-a-whole spend a short time brainstorming their points. The teacher writes these on the blackboard. All ideas are written down under the relevant statement.
5. The children are given three or four minutes to write down the three points they think are most convincing for their side of the argument.
6. Then the children are asked to form groups of four. They pool their points.
7. Explain to the children that each group makes two or three clear points and tries not to repeat what has been said before. The first speaker also has to introduce the other team members and the subject for debate. The last speaker has to sum up what has been said. Assist the class with this preparation.
8. Approximately eight or nine groups will now be prepared. As this is an early introduction to debating the most enthusiastic volunteers might be asked to speak.
9. The teacher encourages the rest of the class to give their views on the points made.
10. The lesson concludes with the teacher drawing attention to the three most important points made by both sides.

# Resource Materials for Relationships and Sexuality Education

Fifth and Sixth Class

## **Fifth Class**

# Resource Materials for Relationships and Sexuality Education

## Fifth and Sixth Class

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## Fifth Class

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The arrangement of these RSE resource 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.



# The Person I Am



## Theme 1

# The Person I Am

**Aim:** To provide the children with opportunities to increase awareness of their own identity and the factors that influence it.

## Theme Menu

### Option 1

<b>Worksheet Walkabout:</b>	Getting To Know You And Me
<b>Guessing Game:</b>	How Well Do You Know Me?
<b>Personal Reflection:</b>	Who/What Influences Me?

### Option 2

<b>Questionnaires:</b>	Who Am I?
<b>Let's Talk:</b>	About Us
<b>Maths Activity:</b>	All About Us

### Follow-up Activities

<b>Art Activity:</b>	Likes and Dislikes
<b>Writing Activity:</b>	I Statements

## A Note on Self-Esteem

Self-esteem is the value one places on oneself. Children with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others. Children with low self-esteem may have little appreciation of themselves. A programme designed to develop the self-esteem of pupils will be more effectively implemented in the context of a whole school approach. A positive classroom environment can foster the growth of high self-esteem. Parents/guardians can be encouraged to provide support for and enforcement of, the self-enhancing activities in the classroom.

Self-esteem plays a part in the development of self-identity and children with high self-esteem are less likely to be influenced by the pressure of advertisements and the portrayal of stereotypical roles in 'soaps'. Children with low self-esteem may be less objective and may be more likely to seek to imitate or copy what is portrayed on television as the 'ideal' or 'in thing' in footwear, sports-gear, food, drink, pastimes, behaviour, etc.

Children with low self-esteem may make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase their sense of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves.

# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 1

The Person I Am

## Option 1

<b>Worksheet Walkabout:</b>	Getting To Know You and Me
<b>Guessing Game:</b>	How Well Do You Know Me?
<b>Personal Reflection:</b>	Who/What Influences Me?

### Teacher's Note:

The worksheet Getting to Know You and Me is a sample one. Teacher can use the approach as outlined on page 29 but choose examples that are more appropriate for the particular environment and experience of the children in his/her care.

## Worksheet Walkabout: Getting To Know You And Me

Provide the pupils with Worksheet A, Getting To Know You And Me. On the worksheet the pupils list their favourite items. They then mix as a class group to find three people who like the same things as themselves and these three people sign their names under each item. When the Worksheet Walkabout is finished the teacher discusses their findings with the class:

- ▲ Did you find out anything new about any one in your class group?
- ▲ Did you have much in common with the people in your class group?

## Guessing Game: How Well Do You Know Me?

Provide each pupil with a blank index card. Ask the pupils to write on this card something they think their class mates do not know about them, for example, their middle name, the colour of their bedroom, etc. The class is divided into smaller groups of 5/6. In their groups the pupils put their index cards into a hat/container/etc. They are mixed up and read out one by one. When an index card is read the group guesses who they think the person is. When the Guessing Game is over the teacher asks:

- ▲ How many of the group's guesses were correct?
- ▲ What does this tell us about how well we know each other?
- ▲ Were you surprised by anything recorded on the index cards? Why/Why not?

## Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 1    The Person I Am

### Personal Reflection:                      Who/What Influences Me?

Children are asked to look at the choices they make in the areas of their lives listed on the left side of the grid. They put a tick in the column which has the greatest influence on them in each area:

	Family	Friends	Religion	TV/Radio	Newspapers/ Magazines	Pop/ Sports Star
Clothes						
Music						
Video						
Computer						
Books						
Magazines						
Sports						
Food						
Spare Time						

**Worksheet A**

**Getting To Know You And Me**

My favourite colour is \_\_\_\_\_  
and the following people share my preference:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

My favourite play activity is \_\_\_\_\_  
and the following people share my preference:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

My favourite TV programme is \_\_\_\_\_  
and the following people share my preference:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

My favourite book is \_\_\_\_\_  
and the following people share my preference:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

My favourite pop group is \_\_\_\_\_  
and the following people share my preference:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

My favourite food is \_\_\_\_\_  
and the following people share my preference:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

My favourite sport is \_\_\_\_\_  
and the following people share my preference:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 1    The Person I Am

## Option 2

<b>Questionnaires:</b>	Who Am I?
<b>Let's Talk:</b>	About Us
<b>Maths Activity:</b>	All About Us

### Questionnaires:

### Who Am I?

Before completing this exercise, it might be useful to ask the children to write the name(s) of those they know well in the class and the name(s) of those they don't know well. If possible, assign each child a partner s/he does not know well. Ask the children to find out about their partners using the following two questionnaires. The questionnaires may be adapted depending on the school situation. Each partner takes it in turn to interview the other. After completing both questionnaires, each child reports verbally or in writing what s/he learned about his/her partner. This exercise encourages communication and listening skills.

Before beginning, review the initial questionnaire with the children, clarifying terms such as first name, surname, sex, date and place of birth etc. The question about the sex of the interviewee may seem unnecessary. However, application forms in the working world often contain this question. Also, it is educational for children to see that the word is used in different contexts.

### Let's Talk:

### About Us

When the questionnaires have been completed the topic can be further explored in classroom conversation. The following questions may promote discussion:

- ▲ What did you learn from the questionnaires?
- ▲ Were you surprised by anything you learned?
- ▲ How did you feel about being interviewed by your partner?
- ▲ Which questionnaire did you prefer answering? Why?
- ▲ What other questions would you have liked to be asked? Why?
- ▲ From which questionnaire did you learn most about the other person?
- ▲ Which questionnaire did you find most interesting to use? Why?
- ▲ What other questions would you like to ask your partner?

Some further suggestions for a questionnaire:

- ▲ What is your favourite subject at school? Why?
- ▲ What is your least favourite subject? Why?
- ▲ What do you like to do after school?
- ▲ What are your hobbies?
- ▲ What would you like to be when you grow up? Why?
- ▲ If you had three wishes what would you wish for?
- ▲ If you won a thousand pounds what would you do with it?

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 1 The Person I Am

## Questionnaire 1

## About Me

1. First name \_\_\_\_\_
2. Surname \_\_\_\_\_
3. Date of birth \_\_\_\_\_
4. Age \_\_\_\_\_
5. Sex \_\_\_\_\_ (girl/boy)
6. Place of birth \_\_\_\_\_
7. Present address \_\_\_\_\_
8. Height \_\_\_\_\_
9. Colour of eyes \_\_\_\_\_
10. Colour of hair \_\_\_\_\_
11. Number in family \_\_\_\_\_
12. Colour of skin \_\_\_\_\_
13. Place in family \_\_\_\_\_

**Questionnaire 2**

**More Information About Me**

1. Why were you given this particular first name?

---

---

2. Where does your surname come from?

---

---

3. What do you think are the advantages of being a boy/a girl?

---

---

4. What are the disadvantages of being a boy/a girl?

---

---

5. What do you think are the advantages of being the age you are?

---

---

6. What are the disadvantages of being the age you are?

---

---

7. What are the advantages of being in the position you are in the family? (oldest, youngest etc.)

---

---

8. What are the disadvantages of being in the position you are in the family?

---

---



**Maths Activity:**

**All About Us**

In the form of a chart, record data on the children in the class from the findings of Questionnaire 1. This could also be completed as a spreadsheet exercise.

Name	Sex	Month of Birth	Year of Birth	Age	Place of Birth

Height	Eye Colour	Hair Colour	Number in Family	Place in Family

The information on the data sheet could be used for further mathematical activities, e.g.,

- ▲ Find the average height in the class
- ▲ Find the average age in the class
- ▲ Compile block graphs to give information on the class members
  - Month of birth
  - Eye colour
  - Number in families
  - Place in families.

# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 1

The Person I Am

## Follow-up Activities

**Art Activity:**

Likes And Dislikes

**Writing Activity:**

'I' Statements

### Art Activity:

### Likes And Dislikes

Provide the pupils with magazines, newspapers, scissors, glue and poster paper. Alternatively, beforehand, you could ask the pupils to bring in magazines, etc. Tell the pupils that they are going to put together a collage of their likes and dislikes. This can be done individually or in smaller groups of 5/6. If it is done individually the pupils will need a lot of space to work. The pupils/groups divide the poster paper in two. On one side of the poster they write the heading 'Likes' and on the other side the heading 'Dislikes'. They then cut out pictures of things they like and dislike and make a collage with them. Encourage the pupils to be as creative as possible. For example, if they want to write a word/sentence to describe a like/dislike they could cut out letters of different shapes and sizes and string them together. When the pupils have completed this exercise, the posters are put up on the wall and each pupil/group describes what they have included in their collage and why it has been included.

### Writing Activity:

### 'I' Statements

Provide each pupil with a copy of the following worksheet. Ask the pupils to spend some time reflecting on their answers before filling them in.

When they have completed the worksheets you could divide the class into smaller groups of 5/6 asking the pupils to share as much or as little of their answers as they wish.

**Writing Activity: 'I' Statements**

I like \_\_\_\_\_

I dislike \_\_\_\_\_

I enjoy \_\_\_\_\_

I am good at \_\_\_\_\_

I would like to be better at \_\_\_\_\_

I am happiest when \_\_\_\_\_

I am sad when \_\_\_\_\_

I think other people would say that I am \_\_\_\_\_

I would like other people to say that I am \_\_\_\_\_



## Home-School Links

Dear Parents/Guardians

In class we hope to help the children to better understand themselves and to help them develop high self-esteem. Those with high self esteem are less likely to be over influenced by ads or TV programmes or friends to buy sweets, games, sports gear, clothes with labels, jeans, drinks, etc. Children with low self-esteem (who don't think well of themselves) may be more likely to fall for these ads etc.

**You could talk with your child about his/her:**

- ▲ likes...
- ▲ dislikes...
- ▲ enjoyments...
- ▲ what s/he is good at...
- ▲ what s/he would like to be better at...
- ▲ what makes him/her happy...
- ▲ what makes him/her sad...
- ▲ what makes him/her feel special...

**Any situation  
that helps your  
child feel valuable  
and cherished helps  
build high  
self-esteem**

**This could lead on to discussing:**

- ▲ The influence of ads on what your child likes to wear
- ▲ Brand names of clothes that your child or his/her friends wear
- ▲ If ads or friends influence the clothes that your child wears
- ▲ What influences his/her choice in footwear, food, soft drinks, etc?

**Children need  
to know that  
they matter just  
because they exist**

## 2 Different Kinds Of Friends



Theme 2

## Different Kinds Of Friends

**Aim:** To provide the children with opportunities to increase awareness of different types of friendship and the way friendship is portrayed in the media.

### Option 1

### Theme Menu

<b>Mapping Exercise:</b>	Who Is Close To You?
<b>Questionnaire:</b>	A Friend
<b>Class Round:</b>	A Round on Friendship

### Option 2

<b>Questionnaire Part 1:</b>	Qualities Of A True Friend/ What I Value In A True Friend
<b>Media Studies:</b>	Words Of Songs
<b>Questionnaire Part 2:</b>	Qualities Of A True Friend
<b>Let's Talk:</b>	About Friendship

### Follow-up Activities

<b>Art Activity:</b>	Friendship Collage
<b>Let's Talk:</b>	About 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 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

Fifth Class    Theme 2    Different Kinds Of Friends

## Option 1

<b>Mapping Exercise:</b>	Who Is Close To You?
<b>Questionnaire:</b>	A Friend
<b>Class Round:</b>	A Round on Friendship

### Mapping Exercise:    Who Is Close To You?

Using Part 1 of the following worksheet, the teacher asks the children to list the people they have contact with, e.g., family, school, scouts, swimming club, football team, etc.

Using Part 2 of the worksheet, children slot the people into the diagram deciding who they would include as close friends, acquaintances and as a wider circle of friends.

When the worksheet is completed the teacher asks questions:

- ▲ Was it easy/difficult to decide where to put people in your diagram?
- ▲ How did you do this?
- ▲ Were you surprised by how many people you had to fit into the diagram?
- ▲ If there are more people in the outer parts of the circle than in the inner part of the circle, why might this be?

### Questionnaire:    A Friend

Ask the children to think of someone who has been a good friend to them and to complete the questionnaire 'A Friend'. This activity may take some time as the children may have to research the answers to some of the questions by interviewing the chosen friend. The questions concerning age and date of birth are optional, but where there is an age gap it should be noted, as an age gap between friends illustrates the variety of friendships that are possible. When all the questionnaires are completed by an agreed date the children may get into randomly selected pairs and tell each other about their special friends.

### Class Round:    A Round on Friendship

The teacher assigns a category from Part 1 of the worksheet to each child, i.e., Home, School, Area or Club. Each child thinks of a friend in the area assigned to him/her and in turn says:

**At home my best friend is ... because ...**

**(at school/on ... Road/at Scouts)**

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 2 Different Kinds Of Friends

## Worksheet Who Is Close To You?

### Part 1

Under the following headings list the people you have contact with.

At home	In school	In your neighbourhood	Clubs you belong to	Other



## Worksheet Who Is Close To You?

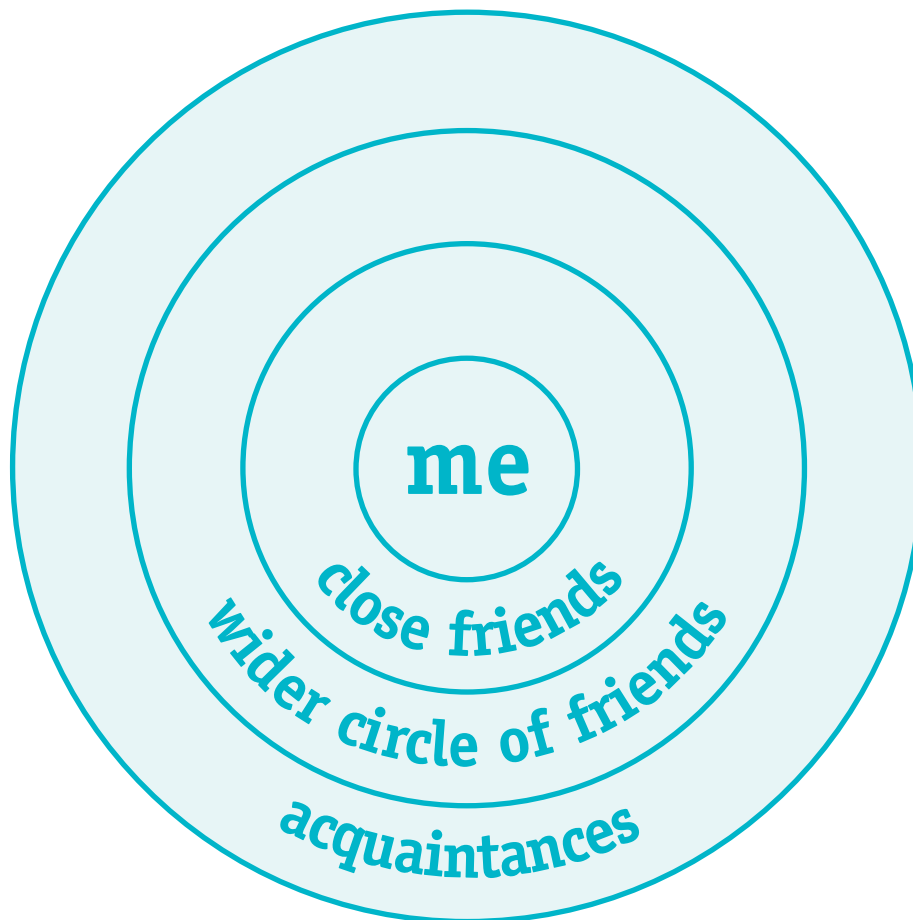
### Part 2

When completed the following diagram will illustrate the nature of the relationship between you and the people in your life. You are at the centre of the circle.

Your close friends are in the circle closest to you, your wider circle of friends in the next circle and your acquaintances in the outside circle.

Decide where you would put the people you have listed above.

### Map of Friends



# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 2 Different Kinds Of Friends

## Questionnaire

## A Friend

- 1 First name \_\_\_\_\_
- 2 Surname \_\_\_\_\_
- 3 Sex \_\_\_\_\_ (male/female)
- 4 Date of birth \_\_\_\_\_
- 5 Age \_\_\_\_\_
- 6 Place of birth \_\_\_\_\_
- 7 Present address \_\_\_\_\_
- 8 Where did you first meet? \_\_\_\_\_
- 9 How are you alike? \_\_\_\_\_
- 10 How are you different? \_\_\_\_\_
- 11 What makes \_\_\_\_\_ a good friend? \_\_\_\_\_  
\_\_\_\_\_
- 12 How are you a good friend in return? \_\_\_\_\_  
\_\_\_\_\_

## Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 2    Different Kinds Of Friends

### Option 2

<b>Questionnaire:</b>	Qualities Of A True Friend/ What I Value In A True Friend
<b>Media Studies:</b>	Words Of Songs
<b>Let's Talk:</b>	About Friendship

### **Questionnaire:                      Qualities Of A True Friend/ What I Value In A True Friend**

Provide children with copies of the following worksheet 'Qualities Of A True Friend'. Ask them to read through the list and to tick the ten most important qualities in order of importance for them as individuals. For example, if honesty is the most important quality in a friend they give it number 1, if a sense of humour is the second most important they give it number 2, etc.

In pairs, ask the children to compare their priorities. When they have done this, using a show of hands, establish which qualities were most important for the most number of pupils. A computer spread sheet could be compiled showing the total number of 1s, 2s, etc. given to each quality. The teacher might also ask:

- ▲ **Was this an easy/difficult exercise to do? Why?**
- ▲ **Were you surprised at other people's number 1 and 2? Why?**
- ▲ **Were you surprised at the class number 1, 2 and 3? Why?**

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 2 Different Kinds Of Friends

## Qualities Of A True Friend

Read through the following list of friendship qualities. Decide which ones you think are the best qualities a friend could have. Put these in the order of their importance to you in the 'Me' column, numbering them 1 to 10, 1 being the most important and 10 being the least important.

Quality	Me
Trustworthy	
Honest	
Good sense of humour	
Generous with belongings	
Loyal	
Kind	
Tells me what I want to hear	
Understanding	
Good listener	
Likes the same clothes as I do	
Fun to be with	
Good at sport	
Considerate	
Ignores my weaknesses	
Tells me the truth	
Likes my family	
Gets on well with other people	
Likes the same music as I do	

### Media Studies: Words Of Songs

The teacher and class select a number of songs about friendship which are current 'hits' with their age group. The teacher initiates discussion on the portrayal of friendship in them:

- ▲ **What qualities of friendship do these songs talk about?**
- ▲ **Do you think they show the best qualities in a friendship?**
- ▲ **What other things do you think are important for a good friendship?**

In groups of 5 or 6 children decide on six qualities portrayed in the songs, one person in the group gives feedback to the larger group and someone is nominated from the large group to list the qualities from all the groups on a flipchart.

### Let's Talk: About Friendship

This can be general revision of the main points of the lesson on friendship:

- ▲ **What are the important characteristics of a friendship?**
- ▲ **Is it important that friends have things they like to do in common? Why?**
- ▲ **Is it important that friends have separate interests also? Why?**
- ▲ **Can friends have different qualities?**
- ▲ **Do friends have to be your own age?**
- ▲ **What is the best kind of friend to have?**

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 2 Different Kinds Of Friends

## Follow-up Activities

<b>Art Activity:</b>	Friendship Collage
<b>Let's Talk:</b>	About Friendship

### **Art Activity: Friendship Collage**

If the children have worked on Option 2, 'Qualities Of A True Friend', they could make collages showing pictures of the qualities chosen as most important for a good friendship.

Divide the class into smaller groups of 5/6. Each group is then given one or two of the most important friendship qualities.

Using either words, pictures, cartoons, etc., each group illustrates their quality(ies). These are then mounted on poster paper and displayed on the classroom wall.

### **Let's Talk: About Friendship**

Ask the children to find pictures which depict the following:

- ▲ **A person feeling left out**
- ▲ **A person not sharing his/her belongings, CDs, tapes, books**
- ▲ **A person feeling accepted.**

Ask the children:

- ▲ **What do you think each of the above people is feeling?**
- ▲ **What do each of the pictures show us about friendship?**
- ▲ **Complete the sentence: 'For me, friendship means ... '**

Today we have talked about our friends:

- ▲ **What have you learned?**
- ▲ **Were you surprised by anything you learned?**
- ▲ **What is a friend?**
- ▲ **What other kinds of friends can you have?**



## Home-School Links

Dear Parents/Guardians,

In class, we will help children to understand that there are different kinds of friends. We also want them to examine how friendship is shown on TV, radio and nowadays on the Internet and in newspapers and magazines.

Our aim is to help children to recognise the importance of friends and of cooperation with other people. We hope, with you, to help them prepare for the kinds of pressure they experience from the media and from their peers (peer pressure).

Here are a few ideas for home that link well with the work children are doing in class as part of the curriculum.

### You could talk about:

- ▲ When the photograph was taken
- ▲ Who is in the photo
- ▲ The special friends in the photo
- ▲ Where you were in the photo
- ▲ Where your child was in the photo
- ▲ What you were doing
- ▲ What s/he was doing.

**Talk about a family photo**

### This could lead on to discussing:

- ▲ What you and your children feel is important in a friend
- ▲ What you each like to do with your friends
- ▲ Friends with different personalities or from different countries or backgrounds
- ▲ Forgiving a friend or making an enemy, if friends have a fight or make a mistake.

**A TV programme is a natural way to help you start a conversation about different kinds of friendships.**

# 3 My Family





## Theme 3

### My family

- Aims:**
- 1 To provide the children with opportunities to discuss how family members communicate and express their feelings towards one another.**
  - 2 To compare and contrast the media's view of the family with the children's experience of family.**

#### Theme Menu

##### Option 1

<b>Role Play:</b>	Family Scenarios
<b>Group Work:</b>	About The Role Play
<b>Personal Reflection:</b>	Feelings And Actions

##### Option 2

<b>Media Studies:</b>	Families On Television
<b>Debate:</b>	Families On Television Are True To Life
<b>Let's Talk:</b>	About Families On Television

##### Follow-up Activities

<b>Story Board:</b>	Inventing A Television Family
<b>Language Development:</b>	Similes And Metaphors

#### A Note on Families

Family relationships play a significant role in the life of every person. 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, fostered or from lone parent families. In order to show sensitivity to children who may not have a TV at home the class teacher can also video a programme for the children to watch together at school. Consultation with parents in relation to cultural norms and religious beliefs may be necessary.

## Option 1

<b>Role Play:</b>	Family Scenarios
<b>Let's Talk:</b>	About The Role Play
<b>Personal Reflection:</b>	Feelings and Actions

## Role Play: Family Scenarios

The teacher talks to the children about the everyday happenings in families, e.g., getting up, getting out to work/school, shopping, mealtimes, visiting relations, etc. S/he explains that the class will be pretending to be families, acting out what they think might happen in various situations. The class is divided into groups of four. If there are less than four roles, one acts as an observer. Each group is given a family scenario and the names of the people involved. In each group the children adopt the role of a family member and act out what might be said.

- Group 1** **Mother • Father • Daughter Mary (11) • Son Michael (14)**  
Mary is two hours late coming home from school. Father has been telephoning friends' houses. Mother has been driving around the roads. Michael thought they were fussing for nothing.
- Group 2** **Mother • Daughter Liz (6) • Daughter Joan (8) • Daughter Kate (11)**  
Mother needs more help in the house. Liz likes to clean the bathroom but cannot do it well. Joan wants to play all day. Kate has a lot of homework.
- Group 3** **Father • Granny • Son John (15) • Daughter Amy (10)**  
John wants to go to a concert. Father thinks he's too young. Granny says he's very responsible. Amy says it's not fair, she never goes anywhere.
- Group 4** **Mother • Father • Daughter Ann (11) • Son Dave (13)**  
A girl in Ann's class has invited her to a slumber party. Father says he doesn't know that girl's family. Mother says Father is over-protective. Dave hopes Ann will go so that he can use her CD player.
- Group 5** **Mother • Uncle Joe • Son Alan (9) • Son Tom (12)**  
Alan needs help with his homework. Mother is busy preparing for visitors. Uncle Joe is going out. Tom is watching television.
- Group 6** **Daughter Nell (10), • Daughter Kim (17) • Son Ed (12) • Son Simon (14)**  
Simon wants to borrow £5 from Nell's birthday money to put towards a concert ticket on sale the next day and guaranteed to be sold out within hours. Kim says that she gave Simon £5 once and he only paid back £4.50. Nell says she is going shopping with her birthday money the following day. Ed says he will give Simon £5 if he pays back £7 within a week.
- Group 7** **Mother • Father • Son Billy (11)**  
Mother and Father are going to Granny's for Sunday lunch. Billy usually goes, but under duress. He complains that he always has to go everywhere with his parents, as he is an only child. He wishes that he had older brothers or sisters that would be able to look after him at home. Mother and Father like him to come along as they know his Granny loves to see him.
- Group 8** **Mother • Father • Son Paul (11) • Son James (14)**  
Father is taking the boys abroad on summer holiday as he does every year. James wants to attend a residential basketball camp instead. Paul now does not want to go on holidays saying it won't be any fun without his brother. Father is disappointed as this is his only chance to take holidays with his sons. Mother is going on holidays at that time with friends and Paul's camp will finish two days before her return.

### Group Work:

### About The Role Play

The teacher tells the children when it is time to finish the role play. They come out of role, back to being class pupils, but remain in their groups. Each group discusses the following questions and a volunteer from each group shares with the class:

- ▲ What happened in their role play?
- ▲ How did they feel playing the roles?
- ▲ Were you surprised at the different reactions?
- ▲ What might have helped the family members to communicate more effectively?
- ▲ If you were in the same situation would you react in the same way?
- ▲ How might you react?

### Personal Reflection:

### Feelings and Actions

Using a worksheet, similar to that on the following page, ask the pupils to imagine how they would feel and what they would do in each situation? Afterwards they reflect on their answers.

When the task is finished the children are asked to answer these questions silently:

- ▲ What was your reaction?
- ▲ Were you surprised by any of your reactions?
- ▲ Do you know why you felt like that?
- ▲ How do you think the other person felt?
- ▲ Were you surprised at their reaction?
- ▲ If you were in a similar situation again would you react the same/differently? Why?

## Feelings and Actions

**1** You get a new bicycle for your birthday.  
**You feel** \_\_\_\_\_ **You would** (action) \_\_\_\_\_  
\_\_\_\_\_

**2** Your sister breaks a model dinosaur you have been working on for ages.  
**You feel** \_\_\_\_\_ **You would** (action) \_\_\_\_\_  
\_\_\_\_\_

**3** You are asked to help your younger sister with her homework.  
**You feel** \_\_\_\_\_ **You would** (action) \_\_\_\_\_  
\_\_\_\_\_

**4** Your mother brings your new baby brother home from hospital.  
**You feel** \_\_\_\_\_ **You would** (action) \_\_\_\_\_  
\_\_\_\_\_

**5** Your father takes you into town for the afternoon.  
**You feel** \_\_\_\_\_ **You would** (action) \_\_\_\_\_  
\_\_\_\_\_

**6** Your brother won't show you how to use his latest computer game.  
**You feel** \_\_\_\_\_ **You would** (action) \_\_\_\_\_  
\_\_\_\_\_

**7** Your mother gives a party for you and your friends on your birthday.  
**You feel** \_\_\_\_\_ **You would** (action) \_\_\_\_\_  
\_\_\_\_\_

# Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 3    My family

## Option 2

<b>Media Studies:</b>	Families On Television
<b>Debate:</b>	Families On Television Are True To Life
<b>Let's Talk:</b>	About Families On Television

## Media Studies:                      Families On Television

The teacher and class choose a number of different television stories based on families with which they are familiar. Using the worksheet on the following page, each child chooses one programme and lists the family members together with their individual characteristics.

The children are asked to imagine how their chosen family would act/react in the following situations:

- ▲ **A family outing is cancelled because the youngest child isn't well**
- ▲ **It is someone's birthday**
- ▲ **Everyone wants to watch something different on television**
- ▲ **The family wins a weekend away together**
- ▲ **It is Saturday morning and the housework has to be done.**

The teacher asks the children to pick one of the situations and think:

- ▲ **How would my family react in this situation?**
- ▲ **Is this different to what would happen in the family on television?**

In pairs the pupils compare their answers to the first set of questions.

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 3 My family

Title of programme:

Name of character	Character's personality (what s/he is like)

### Debate: Families On Television Are True To Life

Guidelines for conducting a debate are given on page 20 of the Methodologies.

- 1 The motion to be debated is that 'Families On Television Are True To Life'.
- 2 Draw a line down the middle of the blackboard. Write a simple statement on each side of the blackboard to keep the children's minds clear about what they are debating:

#### For

I agree with the motion.  
I think families on television  
are true to life.

#### Against

I disagree with the motion.  
I think families on television  
are not true to life.

- 3 The lesson concludes with the teacher drawing attention to the three most important points made by both sides.

### Let's Talk: About Families On Television

As a class discussion, the children talk about the families they see portrayed on television. A number of programmes may be commented upon simultaneously with families being compared and contrasted. The teacher co-ordinates the discussion.

- ▲ Name the families you see most frequently on television
- ▲ Who are the members of these families?
- ▲ How are the television characters related?
- ▲ How do they behave towards each other?
- ▲ How do they show they care for one another?
- ▲ How do you behave towards your family members?
- ▲ How do you show that you care for one another?
- ▲ In what way are the families that you see on T.V. similar to your family ?
- ▲ What messages are these programmes or the advertisements sending to children of your age about families?
- ▲ What do you think of these messages?
- ▲ Are the families you see on television believable?

## Follow-up Activities

**Story Board:** Inventing A Television Family

**Language Development:** Similes And Metaphors

## Story Board: Inventing A Television Family

The class is divided into groups of 4/6 children. Each group pretends that it is a script-writing team. They have to invent and plan a new television family, avoiding stereotyping the characters. The plan can be compiled and presented in written form, as cartoons or as a story board.

The following questions may guide/prompt the children:

- ▲ **What is the family name?**
- ▲ **Who are the family members?**
- ▲ **What does each member look like?**
- ▲ **What is each member's personality like?**
- ▲ **Where do they live?**
- ▲ **How do they prepare for family celebrations?**
- ▲ **What sort of problem(s) might they have in the run-up to a celebration?**
- ▲ **How would this television family deal with problems?**



## Language Development: Similes And Metaphors

A simile describes someone/something by comparison to something else, e.g., **as black as coal/like a hen on a hot griddle**. Ask the children to write down the names of their family members and to give each an adjective (describing word). They then compose an original (not known before) simile for each family member, using the adjective they ascribed to him/her. Do some examples with the class on the blackboard:

Name	Adjective	Simile (as ... as ...) / (like a ...)
Mammy	busy	as busy as a cash register during Sales
Daddy	bothered	as bothered as a turkey at Christmas
Emma	tired	as tired as Santa on Stephen's Day
Robert	lively	as lively as a moth near a light

While a simile says that someone/something is like someone/something else, a metaphor says that someone/something actually is someone/something else, thus giving a different identity, e.g.,

### *My Sister*

My sister is a glass of lemonade  
Because she is full of fizz.

My sister is a bowl of crispies  
Because she is full of snap, crackle and pop.

My sister is a bunch of grapes  
She likes hanging around with her friends.

### *by Elaine aged nine*

Encourage the children to write metaphors which make positive comments about their brothers, sisters and other family members. These can be discussed in pairs where children explain the reason for their metaphors. Some might like to share their metaphors by displaying them in the classroom for others to read.



## Home-School Links

Dear Parents / Guardians,

In class we will help children to look at how family members show their feelings to each other and how they communicate. We will also be looking at how families are shown on TV, in books etc and compare this with real life.

### You could talk about:

- ▲ Who in the family do you usually play a game with? Why?
- ▲ Who would you ask to help you with your homework? Why?
- ▲ Who would you ask for money for a school tour? Why?
- ▲ Who would you offer help to in the kitchen? Why?
- ▲ Who would you tell a joke to? Why?
- ▲ Who would you like to go on holidays with? Why?

**Families on  
TV are/are not  
true to life?**

### You might also chat about:

- ▲ A TV programme you are watching together, or a radio programme you are listening to or a book you are reading together
- ▲ How the people behave towards each other/treat each other
- ▲ How they show they care for one another
- ▲ How the families on TV are the same/different from our family
- ▲ How we behave towards each other in our family
- ▲ How young people relate to older people on TV/within the family
- ▲ How it is the same or different to the way things are in real life.

**In our family  
people show  
they care for one  
another by...**

# 4 Keeping Safe





Theme 4

## Keeping Safe

**Aim:** To provide the children with opportunities to realise that as they grow their responsibility for their personal safety increases and their responsibility towards others increases also.

### Theme Menu

#### Option 1

**Language Development:** What Can You Do Now?

**Group Work:** Helpful Safety Hints

#### Option 2

**Art Activity (1):** Ordering Tasks

**Group Work:** About Tasks

**Language Development:** Guess The Task

**Group Work:** Responsibilities

#### Follow-up Activities

**Art Activity (2):** A Map Of Responsibilities

**Art Activity (3):** Making A Resolution

### A Note on Personal Safety

RSE is an integral part of Social, Personal and Health Education (SPHE), as is 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 all areas of SPHE, including RSE.

Children are often faced with situations that are potentially dangerous. Their love for exploring and trying new things very often means that they don't realise the safety hazards that can be present in everyday activities. Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, substances, animals, farm machinery, electricity, leisure and the child's immediate environment.

## Option 1

**Language Development:** What Can You Do Now?

**Group Discussion:** Helpful Safety Hints

### Language Development: What Can You Do Now?

Using the following worksheet, What Can You Do Now?, ask the children to identify the jobs and activities they do at home. For each of the jobs and activities ask them to tick the ones they needed help with when they were 6 years of age, the ones they still need help with and the ones they do alone.

When they have finished this activity the teacher might ask each child to look at his/her own worksheet and consider:

- ▲ **How many jobs/activities did you need help with when you were 6 years old?**
- ▲ **How many jobs and activities do you need help with now?**
- ▲ **Can you think of any reason why you can do more jobs and activities alone now?**
- ▲ **When do you think you will be able to do the remainder of the jobs and activities alone?**
- ▲ **In what ways can you show that you are becoming more responsible as you get older?**

A computer database might be compiled using this worksheet and recording the number of children's ticks in each age category for each activity.

### Group Work: Helpful Safety Hints

The children form groups of 5/6 children. Each group is assigned an activity that requires maturity and responsibility, for example, going swimming, going to the shops, choosing a video, etc. Each group makes out a list of potential dangers to be aware of and safety strategies for avoiding them. When the task is completed the groups are asked to give feedback to the whole class, answering questions such as:

- ▲ **How did the group decide what to include on their list of potential dangers?**
- ▲ **Did everyone agree on what should be on the list? Why/Why not?**
- ▲ **Were you surprised by any of the safety strategies? Why/Why not?**

The group could then design a poster with their list of potential hazards, putting the title on top and suggesting safety strategies using pictures, drawings or words.

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 4 Keeping Safe

## What Can You Do Now?

Activity	At 6 years of age I needed help with ...	Now I need help with ...	I do not need help now with ...
Getting dressed			
Going to the shops			
Doing my homework			
Eating			
Having a shower/bath			
Making my bed			
Ironing			
Mowing the lawn			
Painting my bedroom			
Buying my clothes			
Reading			
Answering the telephone			
Working the TV/Video			
Playing football			
Swimming			
Baby-sitting			
Telling the time			
Tying my shoelace			
Hanging out clothes			
Washing the dishes			
Vacuum cleaning			
Unpacking the supermarket shopping			
Writing a letter			
Answering the front door			

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 4 Keeping Safe

## Option 2

<b>Art Activity (1):</b>	Ordering Tasks
<b>Group Work:</b>	About Tasks
<b>Language Development:</b>	Guess The Task
<b>Group Work:</b>	Responsibilities

### Art Activity (1): Ordering Tasks

The children are asked to think of all the things people do during a day and then place them in chronological order. These activities may include setting and switching off an alarm clock, getting out of bed, making a bed, washing, getting dressed, laying the table, making toast, making a cup of tea, making breakfast, getting a packed lunch ready, leaving the kitchen tidy, travelling alone by bus to work or school, housework, brushing the floor, vacuum cleaning, dusting, polishing, working in the garden, going to the shops, crossing the road, driving a car, minding younger children, bottle-feeding, spoon-feeding, nappy-changing, entertaining younger children, ironing clothes, mending clothes, sewing buttons, making a sandwich, making a meal, cooking, washing up, tidying up after oneself, welcoming visitors, entertaining visitors, answering the phone, taking messages, remembering messages, taking a bath, washing one's hair, washing clothes, tidying the bathroom, choosing what television programmes to watch, getting ready for bed, etc.

The activities are categorised by the children with the teacher recording on the blackboard using headings such as Personal Hygiene, Housework, Cooking, Shopping, Gardening, Laundry, Visitors, Sports, etc.

The class is divided into groups and each group is assigned a category to illustrate by drawing, painting, making a collage doing crayon work or using any other chosen medium. The name of each activity, e.g., Cooking, Playing, etc. is printed under the picture. The pictures are held up for the class to see and the children are asked to decide which activities a Junior Infant would be capable of and what a child of their age would be able to do. Following this, they have to decide at what age a person should be responsible for doing each of these activities. The approximate age is printed on the appropriate picture. Then the artwork is arranged in chronological order around the classroom wall. The activities that are appropriate to this age group of children in fifth class are highlighted.

### Group Work: About Tasks

The class is regrouped and each group is assigned one area of responsibility as in the Art Activity. The task for each group is to explore all the possible dangers associated with their activity and to make recommendations for suitable safety strategies. The recommendations will be given orally to the whole class group:

<b>Gardening</b>	Lawnmower, strimmer, hedge-clippers, weed killers, etc.;
<b>Cooking</b>	Electricity, gas, boiling water, cooking oil, etc.;
<b>Housework</b>	Cleaning agents, flexes, etc.;
<b>Laundry</b>	Washing machine, dryer, iron, ironing board, etc.;
<b>Shopping</b>	Trolleys, money, packing, unpacking, perishable food.

### Language Development: Guess The Task

Ask the children about the jobs they think a child of their age should be capable of undertaking. A list of these jobs is written on the blackboard. The children are divided into groups of 5/6 and each group picks a job. Their task is to give clear directions, including safety instructions, on how to do this job:

- ▲ What equipment do you need before you begin?
- ▲ What do you need to be able to do? (What skills do you need?)
- ▲ What do you need to be careful of?
- ▲ What will you do first? What will you do next? etc.
- ▲ What is the final thing you do? Is there anything you need to do afterwards?

It may be possible to mime some of these activities.

- ▲ Can the other children guess the job that is being mimed?

### Group Work: Responsibilities

Children remain in their groups and discuss the following questions

- ▲ If you were asked to cut the grass or use a strimmer, even if you could do it, is it something you should do unsupervised?
- ▲ Is it your responsibility to keep safe while cutting the grass or using a strimmer or is it an adult's responsibility?
- ▲ Are there any jobs that you do that you need an adult to be with you – why?



## Follow-up Activities

**Art Activity (2):** A Map Of Responsibilities

**Art Activity (3):** Making A Resolution

### **Art Activity (2): A Map of Responsibilities**

In this lesson the children's own role among their family and friends and their responsibilities towards themselves and others is examined.

Using the Map of Friends from Lesson Two, Option 1 (page 41), for reference, discuss with the children the people on their maps and the responsibilities each one has towards another. The children can draw these people, write down their names and the responsibilities they have.

### **Art Activity (3): Making A Resolution**

Begin by asking the children about how they help at home.

- ▲ **Do you have a job that is your special responsibility?**
- ▲ **What is your favourite job at home? Why?**
- ▲ **What is your least favourite? Why?**
- ▲ **Are there any other jobs around your home you could help with?**
- ▲ **Would you like to do adult work around the house?**
- ▲ **Do you know the jobs adults don't particularly like?**
- ▲ **Why don't they like doing these jobs?**
- ▲ **How could you help the adults at home with a job that they don't like doing?**
- ▲ **Is it the kind of job a ten or eleven year old could do safely?**
- ▲ **Why not ask about this at home?**

On the basis of this research at home the children can be encouraged to make a resolution. These can be written out and placed in a matchbox or envelope. The children can decorate these and they can be put on display.

The teacher might remind them of their commitment after a day, a week and a month. Their attention may be directed to their envelopes or matchboxes which serve as a reminder. Those who have remembered can be praised and the others encouraged.




## Home-School Links

Dear Parents/Guardians,

In class we hope to help children realise that as they grow their responsibility for their personal safety grows too. With your help we will be able to remind children about keeping safe around people, places and things. You could talk about a day in your child's life and all of the situations where s/he needs to take care.

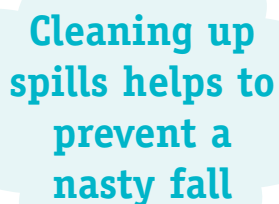
Some ideas of things they might do are:

- ▲ Setting the alarm
- ▲ Getting breakfast
- ▲ Making a school lunch
- ▲ Cleaning up after themselves
- ▲ Going to the shops, crossing the road
- ▲ Minding and playing with younger children, bottle feeding, nappy changing, feeding, etc
- ▲ Cooking
- ▲ Washing up and putting away
- ▲ Taking a bath / shower, washing hair, cleaning up afterwards
- ▲ You could also chat about safety / dangers around the things your child does.



**Keeping safe means taking care at home**

We need an adult with us when we are...



**Cleaning up spills helps to prevent a nasty fall**

# 5 Feelings and Emotions



## Theme 5

# Feelings and Emotions

**Aim: To provide the children with opportunities to increase awareness of how feelings and emotions are expressed.**

### Theme Menu

#### Option 1

<b>Games:</b>	Pass The Mask Guess the Emotion
<b>Let's Talk:</b>	About Feelings

#### Option 2

<b>Language Development:</b>	Responding To Pictures Responding To Poetry
<b>Art Work:</b>	A Response To Feelings

#### Option 3

<b>Media Studies:</b>	Feelings On TV *
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#### Follow-up Activities

<b>Debate:</b>	The Way People Show Their Feelings On Television Is True To Life
<b>Listening to Music:</b>	Music With Feeling

\*If this option is being undertaken, the Home-School Links page can be sent home in advance so parents can watch the programme with the processing questions in mind.

## A Note On Feelings And Emotions

Feelings and emotions are a very important and complex 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 a positive and constructive way involves being aware of feelings, acknowledging and accepting them and knowing there is a choice in how the feeling is expressed.

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 recognise and name personal feelings and being able to express them in constructive ways by having consideration for the feelings of others. Learning about emotions and feelings is beneficial to the healthy development of the child.

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 5 Feelings and Emotions

## Option 1

<b>Game:</b>	Pass The Mask
<b>Game:</b>	Guess The Emotion
<b>Let's Talk:</b>	About Feelings

### Game: **Pass The Mask**

Children sit in a circle. Tell them you are going to demonstrate an emotion through your facial expression (mask). This mask is passed on to the child on your right. S/he can either pass it straight on to the next person or shout 'change' and pass on a different 'mask' depicting a different emotion.

### Processing Questions:

- ▲ How did it feel to demonstrate your 'mask'?
- ▲ Was that game difficult/easy to do?
- ▲ What made it difficult/easy to do?
- ▲ What does (name an emotion or an emotion passed on in the game) feel like physically?
- ▲ What does it make you want to do?

### Game: **Guess The Emotion**

Brainstorm with children all the different expressions they know to describe a feeling i.e. over the moon, white as a sheet. Individually or in groups of 2 or 3, children are handed a slip of paper with a feeling expression from the list below written on it. Each child/group is asked to illustrate through art this feeling. Finished pictures are numbered by the teacher (not titled). Class is given five minutes in silence to look at the pictures and see how many they can identify. The winner is the person who identifies the most pictures.

List your expressions:

- on top of the world
- over the moon
- wishing the ground would open up and swallow me
- bursting with excitement
- heartbroken
- beside myself
- green with envy
- feeling blue
- seeing red
- tickled pink
- in the pink
- white as a sheet
- dying of embarrassment
- thrilled to bits

## Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 5    Feelings and Emotions

- frightened to death
- hair standing on end
- rooted to the spot
- bowled over
- scared stiff
- off the wall
- wired to the moon.

Children may come up with other expressions.

### **Let's Talk:                      About Feelings**

Children select two of the expressions from the previous game and name the feeling they associate with each one. Teacher invites the class to talk about these feelings and how they dealt with them.

Teacher summarises by emphasising that feelings are neither right nor wrong but it is how we react to the feeling that is important.

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 5 Feelings and Emotions

## Option 2

**Language Development:** Responding To Pictures  
Responding To Poetry

**Art Work:** A Response To Feelings

## Language Development: Responding To Pictures

Teacher gathers 10 or so pictures from coloured magazines in which people are depicted displaying various emotions. Pictures should be chosen which display emotions relevant to the children's lives. In groups of 3 or 4, children examine the pictures (1 per group) and then discuss the following questions.

- ▲ What do you think is happening here?
- ▲ What emotion is being expressed?
- ▲ Why do you think that?

Teacher takes feedback and fills in the information under two headings on the blackboard, "Feeling" and "Expression". It is important to encourage the children to notice and discuss the body language and facial expressions of the people in the pictures.

### Feeling

bored  
frightened  
confusion

### Expression

Person looking straight ahead  
Arm over head  
\_\_\_\_\_

### Summary

When we feel an emotion we also experience it physically. We can also express the feeling facially. We usually take action as a result of the feeling and what we have to consider is whether the action is a useful and appropriate way of expressing the feeling.

## Language Development: Responding to Poetry

### Feelings

I hate feelings  
they make me so mad,  
I sometimes feel happy  
when I should be sad.

I just can't bear to sit and smile  
when Aunty calls with her cat so vile.  
I find I have to jump up and down  
when getting my hair cut in the town.

So, you see feelings are not my thing  
in fact I think it's only trouble they bring.

*By Helena Browner*

Teacher writes the poem on the blackboard. In groups of four, children compose a verse about feelings to add to this poem. It need not be a rhyme. Each group can illustrate their verse and the completed verses can be displayed in the classroom.

### Art Work: A Response To Feelings

The teacher writes the following poem on the blackboard or on a chart and reads it with the class.

Feelings inside, outside show,  
Sometimes good, not always so.  
Feeling angry, want to shout?  
Better just to talk it out.  
Feeling love inside your heart?  
Smiles are not so far apart.  
Feeling that you'll win the race?  
Hope is spreading 'cross your face.  
Feeling jealous, 'cause you've not  
Got something else? You shrug, so what?  
Feeling lonely, hiding sighs?  
Hand caught brushing tears from eyes.  
Feeling good? You'll let them know.  
Feeling bad? Don't want to show.  
Good or bad it's best to share,  
There is someone who will care... out there!

*by Áine Lawlor*

Discuss couplet by couplet e.g. what do the first two lines mean? Repeat down through the remaining couplets of the poem.

In groups of four, children pick a verse from the poem and draw a picture depicting the feelings expressed in their verse. These can be displayed around the classroom.

#### Summary

As each one of us is unique and different no two people experience and express feelings in the same way. Sometimes we can be confused at how a person expresses a feeling, i.e., crying with happiness. What is important to remember is that we can recognise and express our feelings in a positive and constructive way and also have consideration for the feelings of the other person.



## Option 2

### Media Studies:

### Feelings On TV

## Media Studies: Feelings On TV

### *Advance Preparation*

About a week before the lesson ask children to watch the news or look at newspapers and magazines. Ask them to write briefly in their diaries about one story which moved them. You could send the Home-School Links page home to parents so that they will be able to watch the programme with the child and discuss the questions included on it.

## Media Studies: Feelings On T.V.

Ask the children about the way feelings and emotions are portrayed on television. This can be done in several ways.

- 1 Pre-record a selection of advertisements aimed at children. Show these to the children in class.
- 2 Pre-record a popular children's 'soap', making sure that the content is suitable for the age group. Show this to the children in class.
- 3 Select an appropriate children's programme and ask the children to watch it at home, with a parent, if possible.
- 4 A general discussion based on the children's experience of viewing a children's television programme may also be appropriate. Once again it is the responsibility of the teacher to ensure that the discussion is suitable.

The following questions may be useful. If possible talk to the children about what they are to look out for in advance of their viewing. Not all questions will be appropriate to the advertisements or programme they are watching. If the viewing is to be 'homework', the teacher might, if possible, provide the children with a written list of questions to think about:

- ▲ **What happened during the programme or advertisement you were watching?**
- ▲ **Who were the characters? What happened in the story?**
- ▲ **How did the characters feel? How did you know they felt this way?**
- ▲ **How did they show their feelings? Was this the best way to show their feelings?**
- ▲ **What would you have done? Would that have been useful?**
- ▲ **If something such as what you have seen on the programme happened in real life how would you feel? What would you do?**
- ▲ **How did you feel when you saw the programme or advertisement?**
- ▲ **What are the television stereotypes of the following people and how are they portrayed — elderly people, parents, babies, toddlers, teenagers, boys of your age, girls of your age?**

## Resource Materials for Relationships and Sexuality Education

### Fifth Class Theme 5 Feelings and Emotions

Referring to what they have written in their diaries from the advance preparation, children in turn finish the following sentence:

**I felt \_\_\_\_\_ when I learned about \_\_\_\_\_**

When everyone has spoken teacher asks what can we do to respond to some of these situations?

#### **Summary**

We are affected by what we see and hear on T.V. and read in the newspapers. We learn about people who need help, we care about them and what happens to them, even though we have never met them. We also know from our reactions to the stories that these situations do not bring to mind the same feelings in everyone.

## Follow-up Activities

<b>Debate:</b>	The Way People Show Their Feelings On Television Is True Life
<b>Listening To Music:</b>	Music With Feeling

## Debate: The Way People Show Their Feelings On Television Is True To Life

### Advance Preparation:

Teacher could pick a specific programme and show a video of it to the class for the debate. Guidelines for conducting a Debate are given on page 20 of the Methodologies.

- 1 The motion is written on the blackboard — “The way people show their feelings on television is true to life”.
- 2 Draw a line down the middle of the blackboard. Write a simple statement on each side of the blackboard to keep the children’s minds clear about what they are debating:

#### For

I agree with the motion.  
I think “The way people show their feelings on television is true to life”

#### Against

I disagree with the motion.  
I do not think “The way people show their feelings on television is true to life”

- 3 The lesson concludes with the teacher drawing attention to the three most important points made by both sides.

## Follow up Activity: Listening To Music

### Music With Feeling

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. Alternatively, the children may wish to bring in their own favourite music, which may reflect their own cultural background, and some of which the teacher could play for the class.

#### Some pieces that are pensive and convey a melancholic mood include:

*‘Sweet Pain’ from Night Songs*, By Nusrat Fateh Ali Khan and Michael Brook, Realworld Records

*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

*Moonlight on a Ruined Castle from Lullaby for the Moon*, Japanese Music for Koto & Shakuhachi, Hemisphere Records

*Meditation; Tha’s*, Jules Massenet

*Intermezzo, Cavalleria Rusticana*, Pietro Mascagni

*The Children of Lir*, Patrick Cassidy

*Heavenly*, The Vard Sisters

## s Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 5 Feelings and Emotions

### Those that are more upbeat and animated include:

*The Hallelujah Chorus*, George Freidric Handel

*'Julia Florida' from Journey to the Amazon*, Feldec Records

*'The Emperor Waltz'*, Johann Strauss II

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

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

*Pernambuco's Music from World Music Sample Vol.2*, Nimbus Records

*Prelude, Carmen*, Georges Bizet

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

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

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 —

- Today we are going to listen to a piece of music called \_\_\_\_\_  
by \_\_\_\_\_
- 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 ... (Play the piece of music)
- Still with your eyes closed, listen to the music again ... look into your imagination ... see what the music reminds you of ...
- How do you feel when you listen to the music?..
- How do you think the composer felt when he wrote this?
- What is it about the music that makes you say this?
- ... Now slowly open your eyes and s-t-r-e-t-c-h.

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



## Home-School Links

Dear Parents/Guardians,

In class we hope to explore feelings and emotions and how best to manage them. Being able to express how we feel in a positive way means that we are aware of the feeling and the choice in how we manage it.

**We will also be exploring how feelings are expressed in the media. As part of the follow-up, you could talk about:**

- ▲ How feelings were shown in a story your child liked that was in a book/magazine, on TV or Radio
- ▲ What the story was about
- ▲ Who the main people were in it
- ▲ How you knew when the people in it were happy, sad, angry etc.
- ▲ How you might have expressed feelings in a different way
- ▲ In real life would people show their feelings differently - for example would your friends show their feelings differently?

**Feelings are neither good or bad. It is how we react to the feeling that is important.**

**This could lead to a chat about:**

**How you or your child show your feelings to each other and to other people – feelings you had might be happiness, anger, embarrassment, humour etc.**

**Appearances are sometimes deceptive.**

# 6 My Body Grows And Changes





**Theme 6**

## My Body Grows and Changes

**Aim:** To provide the children with opportunities to increase their knowledge and understanding of the changes that take place during puberty.

### Theme Menu

	<b>Introduction:</b>	How We Have Changed.
<b>Option 1</b>	<b>Information Lesson:</b>	Puberty Physical Changes For Girls Physical Changes For Boys Psychological and Social Changes
	<b>Group Work:</b>	What We Have Learned.
<b>Option 2</b>	<b>Brainstorm:</b>	Pubertal Changes
	<b>Writing Activity:</b>	What We Have Learned
	<b>Video:</b>	Selected by teacher, in keeping with the school's RSE Policy
	<b>Group Work:</b>	What We Have Learned.
	<b>Class Round:</b>	The Thing Which ... Me Was ...

### A Note On Changes In Puberty

In this theme, 'My Body Grows And Changes', young people are given an opportunity to prepare for the changes which they will experience during puberty. The same basic information will be relevant regardless of the approaches and methodologies used by the teacher. For that reason, this information is given as an introduction and the options which follow refer to how this information may be adapted during a variety of classroom lessons.

At the beginning of the school year parents are given the Parent RSE Notes for 5th and 6th class, which can be found in the introduction section of this handbook. They may also be informed by letter or at a parents meeting, of the content of the RSE programme. The importance of discussing this information with their child is stressed. It is also acknowledged that parents are the primary educators of their children and schools are supporting them in this task.

The RSE Notes for parents of fifth and sixth class pupils will ensure that parents understand what their children will be taught in class.

## Teacher's Note

In teaching the following lesson teachers need to be aware of the following issues:

Although the content of the lesson on puberty is closely based on the NCCA Curriculum and Guidelines for 5th/6th class, your own school policy will dictate how you teach it, e.g.

- Small groups or whole class?
- Boys and girls together or single sex groups?
- Some of the information in 5th class and some in 6th class?
- Does each group get exactly the same information?
- Although it is essential that each child be given information about both sexes, a school might decide to give more information on menstruation to girls in 5th class, than to boys.
- How will questions be taken?
- What answers will you give?

It is a good idea to anticipate as many questions as possible and have your answers prepared. You may also need to acknowledge to your class that you may not be able to answer all their questions at this time.



# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 6

My Body Grows and Changes

## Option 1

### Information Lesson:

Puberty  
Physical Changes For Girls  
Physical Changes For Boys  
Psychological and Social Changes

### Group Work:

What We Have Learned

## Information Lesson: Puberty

### Introduction

As referred to previously in the Teacher's Note the approach used in the following lesson will be dictated by school policy. The teacher introduces the topic by asking the children to name physical changes that have happened since they were babies. They will not have been aware of many of these milestones but now with their increased maturity and understanding they are conscious of the changes occurring in their bodies. Teacher explains that puberty is a time of transition when boys are growing and developing into young men and girls are growing and developing into young women. Each one of us is unique and different and so too is the pace of change.

Girls usually begin puberty between the ages of nine and sixteen years of age, 1-2 years before boys. They will frequently be taller than boys at this stage. Fortunately there is no 'right' or 'wrong' time to begin. Each person has his/her own individual 'growth clock' and begins to change from a child to an adult when s/he is ready to do so. Puberty cannot be rushed or delayed, we have no control over the physical changes, but being prepared for the change will ensure a smoother transition into adulthood.

We have previously mentioned that at puberty many changes occur. There are not only physical changes but also psychological and social changes. We are going to begin by first discussing the physical changes that occur in girls and boys.

Teacher refers to the diagram of the female reproductive organs and discusses the physical changes.

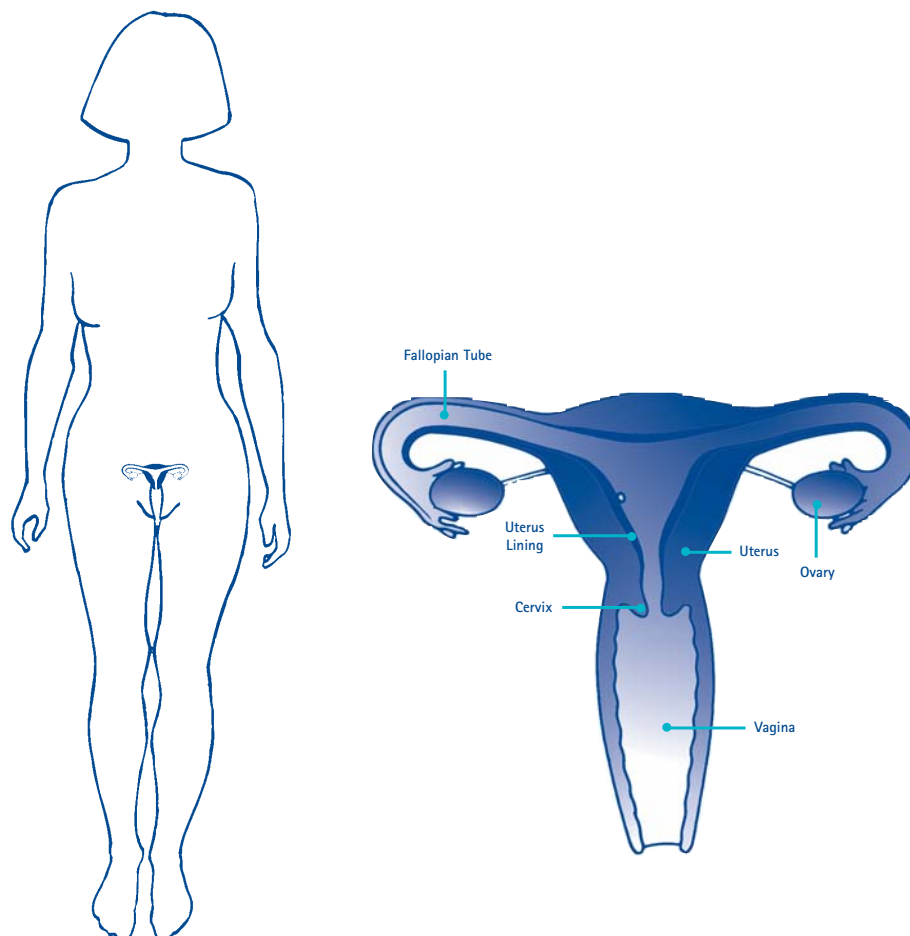
## Physical Changes in Girls

From the previous discussion children will have talked about the various physical changes that have occurred since infancy and how in most instances they were unaware of these changes happening. As they now have greater awareness, it is important that they understand why these changes are taking place.

Referring to the diagram of the female reproductive organs teacher talks through the physical changes that usually occur in girls and the functions of the reproductive organs.

- ▲ **Breasts develop**
- ▲ **Menstruation/periods begin**
- ▲ **A growth spurt occurs**
- ▲ **Underarm and pubic hair begin to grow**
- ▲ **Hips broaden**
- ▲ **Perspiration may increase**
- ▲ **Oily skin and pimples may develop.**

## The Female Reproductive Organs



# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 6

My Body Grows and Changes

## **The Ovaries**

The ovaries are 2 walnut-sized organs where the female eggs/ova are stored. All the eggs a girl will ever produce are in the ovaries at birth but the eggs are immature and only ripen in the ovaries shortly before their release. Usually one egg (ovum) is released each month.

## **Fallopian Tubes**

These are the passageways from the ovaries to the womb.

## **Womb/Uterus**

The womb prepares itself to receive an egg by building up a thick lining of blood as if a nest was being prepared. If the egg is fertilised by the sperm in the fallopian tube it will attach itself to the lining of the womb for nourishment. If the egg is not fertilised the lining is not needed so it breaks up and leaves the body as a trickle of blood through the vagina. This process is called menstruation.

## **Cervix**

This is the neck of the womb.

## **Menstruation**

Many words in English come from Latin. Menstruation comes from the Latin word “mens” meaning month. Periods usually occur once a month.

The flow of blood usually starts as a small discharge or trickle. In most instances the flow is quite slow and gradual and usually lasts from 3-5 days.

There is no definitive starting date for periods. Like all the other changes that occur, the timing is up to each girl’s individual “growth clock”. Most girls begin their periods’ between 9 and 16 and most frequently between 11 and 13.

In the beginning periods can be irregular but eventually most girls settle into a more regular cycle.

Periods can cease or become irregular when a girl is very ill, suffers huge trauma or loses weight rapidly. Periods will cease for the duration of pregnancy.

Menstruation is normal and natural and most girls suffer little discomfort. Girls should continue their usual routines including P.E. and Games. In fact exercise can help as it speeds up the circulation thus alleviating tension or headaches.

Encourage girls to talk to their mother, sister or another trusted adult about periods and the type of sanitary protection that they will use. Explain the school policy on availability of sanitary protection and the teacher to approach if a girl’s period starts in school.

Menstruation is a normal process that happens for many years of a girl’s life. Understanding what is happening in her body at this time prepares a girl for her first period.

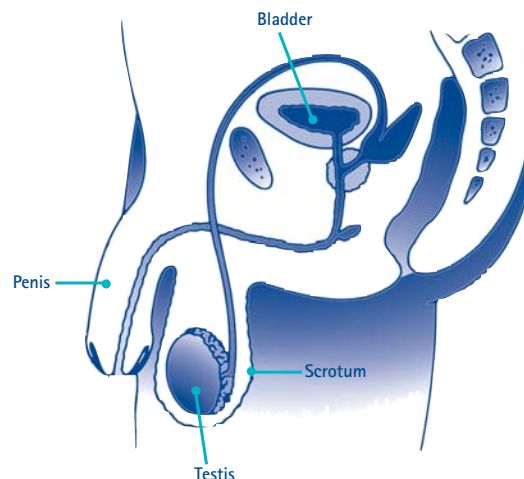
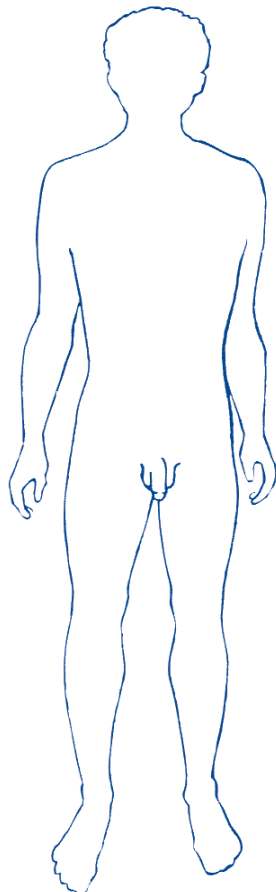
## Physical Changes in Boys

Teacher will begin by explaining that no two boys grow and develop at the same time. Each boy has his own individual 'growth clock' and growth cannot be delayed or rushed.

Teacher introduces the topic by asking the children about physical changes that have happened since they were babies. They will not have been aware of many of these milestones but now with their increased maturity and understanding they are more conscious of changes happening. Teacher explains that puberty is a time of transition when boys are growing and developing into young men and girls are growing and developing into young women. Teacher refers to the diagram of the male reproductive organs and discusses the physical changes that usually occur in boys at puberty.

- ▲ **A growth spurt occurs**
- ▲ **The testicles, scrotum and penis enlarge**
- ▲ **Pubic, facial and other body begin to grow**
- ▲ **The voice deepens**
- ▲ **Nocturnal emissions/'wet dreams' occur**
- ▲ **Perspiration may increase**
- ▲ **Oily skin and pimples may develop.**

## The Male Reproductive Organs



# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 6

My Body Grows and Changes

## **Penis**

The penis is usually small and soft. Most of the time only urine passes through the penis. When semen passes through, the bladder is closed off thus preventing the release of urine.

## **The Testicles**

These produce sperm and testosterone and are located in a pouch called the scrotum which hangs behind the penis. Males have two testicles each being the size of a small plum when fully grown. One testicle usually hangs lower than the other.

## **The Scrotum**

The scrotum controls the temperature of the testicles. The temperature is lower than body temperature and this is the ideal condition for the production of sperm.

## **Sperm Production**

Sperm are microscopic male reproductive cells with a head and a tail and resemble tadpoles. They are much smaller than the female egg. After a boy reaches puberty his testicles start producing sperm. New sperm are produced constantly in contrast to the female's eggs which are present in the ovaries from birth. Sperm are carried through a tube in the penis where they are released in a white fluid called semen. This is called ejaculation. Urine and semen never travel through the penis at the same time.

## **Erection**

The penis is soft and small most of the time. When a boy becomes sexually excited blood flows into the tissues of the penis and consequently the penis stiffens and becomes erect.

## **'Wet Dreams'**

Sometimes when a boy is asleep, sperm is released from his body in a fluid called semen. When ejaculation or emission of semen occurs during sleep, this is called a 'wet dream' or nocturnal emission. It is important to emphasise that 'wet dreams' are temporary and normal during puberty.

## **Skin Changes**

Skin changes are common to both boys and girls. The skin becomes more oily and they will also perspire more. Because of these skin changes it is important to remember to wash well all over daily.

## **Body Hair**

There is also an increase in body hair.

## **Voice Changes**

There is usually a change in the voice.

The bodies of young adolescents are going through many changes. Eating well, getting enough rest, exercising and keeping clean, all help to enhance well-being at this time.

### Psychological, Emotional and Social Changes at Puberty

#### Girls/Boys

Friendships and relationships play an important role in the lives of children. They help children to develop their understanding of themselves and the social world in which they live. As girls and boys approach puberty, hormones are produced in the body and these bring about many changes. Boys and girls may find that their moods change quickly. Mood changes are almost like being on a stormy sea, one moment young people may feel very happy and the next they may feel lonely and sad. Boys and girls may experience conflicting feelings about wanting to remain a child and at the same time wanting to become an independent adult. They may wonder who they are and what is important to them. These changes can be exciting, but sometimes they can leave them feeling confused.

As children go through puberty, they often test the boundaries of their relationship with their parents and this can result in conflict. Children may want a new, more adult relationship with their parents but are unsure how to achieve it. Parents are also learning to live with their child as a more grown up person. It is important that children have supportive relationships with people they can trust such as parents, teachers and friends. This will help them to cope with the psychological and social changes more easily.

For boys and girls during puberty, a pattern is likely to emerge where the majority of friendships involve 'same sex' friends. They have a lot in common and a lot to talk about together. As they move into adolescence, friendship groups may change with boys having more friends who are girls and girls developing more friendships with boys. Having good friends is important for young people.

#### Group Work:

In groups of 2 or 3 (usually friendship groups) discuss:

- ▲ What have you learned from the discussion?
- ▲ How do you feel about what you have learned?
- ▲ As you experience different changes in your life how do you cope?
- ▲ Are there any areas that are unclear to you?
- ▲ Who will you discuss the information on puberty with at home or in school?
- ▲ When would be a good time to do so?
- ▲ What changes are you looking forward to?
- ▲ What are the good things about puberty that we can celebrate?

# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 6

My Body Grows and Changes

## Option 2

<b>Brainstorm:</b>	Pubertal Changes
<b>Writing Activity:</b>	What We Have Learned
<b>Video:</b>	Selected by teacher, in keeping with the school's RSE Policy
<b>Group Work:</b>	What We Have Learned
<b>Class Round:</b>	The Thing Which ____ Me Was ____

## Brainstorm: Pubertal Changes

From the time you were babies until now:

- ▲ In what ways have you changed?
- ▲ How do you feel about these changes?
- ▲ What new skills have you developed?
- ▲ What choices are you allowed to make now?
- ▲ How have you changed physically?

## Writing Activity: What We Have Learned

Teacher asks children to individually write down 4/5 changes they know will occur during puberty. Teacher will acknowledge the work and introduce the video as a method of affirming what children already know and as an opportunity to clarify some of the more complex issues.

## Video: Selected by teacher, in keeping with the school's RSE Policy

### Introduction

Guidelines for using a Video are on Page 19.

For teachers who are teaching about puberty for the first time a video may be useful. The advantages of a video include the high standard of presentation and the expertise and professionalism of the presenter. A video can provide guidance for future presentations which the teacher may choose to give.

It is vital that the teacher preview the video to check if it is suitable. While previewing the video the aim of the lesson should be kept in mind. Some videos may cover several aspects of growth during puberty and may go beyond what would be in keeping with the developmental level of the children. It is not always necessary to include an entire video. Certain clips that are appropriate may be sufficient.

Videos have limited value when they are not followed up by opportunities for the children to clarify the information they have heard and to discuss their opinions and feelings. This feedback from children will also provide the teacher with a practical evaluation of the video. They 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.

## Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 6    My Body Grows and Changes

Following the video the teacher writes the words on the blackboard to revise what the children have learned and to ensure that they understand it. You could also refer to the brainstorm done in the introduction and add to list of changes.

**In small groups the children discuss the following:**

- ▲ **What have you learned from the video?**
- ▲ **How do you feel about what you have learned?**
- ▲ **Are there any areas that are unclear to you?**
- ▲ **Who will you discuss the information on puberty with at home or in school?**
- ▲ **When might be a good time?**
- ▲ **What changes are you looking forward to?**
- ▲ **As you experience changes in your life how do you cope?**

Teacher takes feedback from anyone who wishes to speak.

### **Class Round:    The Thing Which \_\_\_\_\_ Me Was \_\_\_\_\_**

Final Round: Teacher writes the words

**'Interested'**

**'Helped'**

**'Surprised'**

Children pick one word and complete the following sentence stem in a round

**One thing which \_\_\_\_\_ me was \_\_\_\_\_**





## Home-School Links

Dear Parents/Guardians,

In class we will help the children to understand better how their bodies grow and change, especially the natural changes that happen during puberty that prepare them for being adults. We want each child to be happy that s/he will grow and change in his/her own good time and that this is different for each child. We want to help your child realise that these changes cannot be hurried.

**Growing and  
changing is a  
natural part  
of life**

**You could talk about:**

- ▲ How your child has changed since s/he was born
- ▲ Some of the changes that happen to boys and girls when they reach puberty

(You may have talked to your child about this before but as this topic is now being covered in school it is a good time to have another chat about it. Take your lead from your child about how much s/he wants to talk about.)

**This could lead on to a discussion about:**

- ▲ Mood changes that might take place during puberty
- ▲ Changes that may happen in friendships between some boys and some girls
- ▲ Some ways you might like to celebrate the changes from childhood to adulthood.

**Growing and  
changing can  
be an exciting  
time**

# The Wonder of New Life



Theme 7

## The Wonder of New Life

**Aim: To provide the children with opportunities to revise the changes that occur at puberty and to learn how new life begins.**

Refer to Teacher's Note in the previous lesson.

### Theme Menu

#### Option 1

<b>Information Lesson:</b>	a. Revision of Puberty b. How New Life Begins
<b>Let's Talk:</b>	How New Life Begins

#### Option 2

<b>Information Lesson:</b>	Revision of Puberty
<b>Story:</b>	Michael's Birth Day
<b>Sequencing Activity:</b>	Time Line

#### Option 3

<b>Information Lesson:</b>	Revision of Puberty
<b>Video:</b>	Selected by teacher in keeping with the school's RSE Policy
<b>Let's Talk:</b>	About The Video

#### Follow-up Activities

<b>Writing Activity:</b>	About The Story Or The Video
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### A Note On New Life

Children have many experiences of new life. These may include 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 educating 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.

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 7 The Wonder of New Life

## Option 1

**Information Lesson:** a. Revision of Puberty  
b. How New Life Begins

**Let's Talk:** About How New Life Begins

## Introduction

The information in this lesson should be simple and appropriate to the children's developmental level. The information will be presented in the context of a committed loving relationship. Marriage is the form of committed loving relationship most practised all over the world.

In dealing with the wonder of new life the teacher will take cognisance of the school's RSE policy. The policy will clarify how the teacher will place the content of the lesson in a context which respects, values and cherishes new life.

### a. Revision Of Puberty

When introducing the lesson on new life, it is important for the teacher to first revise puberty in a general way.

Ask the children what they remember about the lesson on puberty.

- ▲ **What did you know already?**
- ▲ **Did you learn anything new?**
- ▲ **Are there areas you are still unclear about?**

### b. How New Life Begins

Teacher could then lead into the discussion on how new life begins with the following questions:

- ▲ **What do you remember about the production of ova (egg) and sperm?**
- ▲ **How do the sperm and egg meet?**

Explain that these changes prepare the body for the possibility of parenthood.

### Becoming a Parent

Becoming a parent is perhaps the most responsible job that an adult can do in life and it is essential that a lot of thought and preparation is given to it in advance. For this reason, children who have come through puberty must be taught that while they may be physically able to have a baby, they are not ready emotionally or socially to take on this task.

Parents/guardians will ensure that their own religious and moral values will be central to what they teach at home. In the RSE programme in school, conception and birth are taught in the context of a loving, stable and committed relationship where new life is respected, valued and cherished. Each school will ensure that teaching about human reproduction and new life will be informed by its religious and moral ethos.

# Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 7    The Wonder of New Life

## Conception

The most intimate expression of love is when a man and woman express their love for one another physically in sexual intercourse. During sexual intercourse the man and woman become physically close to one another and the man's penis enters the woman's vagina. This is a special experience for the man and woman, and happens in the context of a committed loving relationship as in marriage.

Every month a woman produces an ovum or egg in one of her ovaries. About mid way in a woman's menstrual cycle, the ovum is released from the ovary and travels along the fallopian tube. There are two fallopian tubes connecting the ovaries to the womb. If the ovum is fertilised by the woman having sexual intercourse during this time, conception can take place. The fertilised egg makes its way to the womb and embeds itself in the soft lining where the growth of a baby begins. The woman's periods stop for the duration of the pregnancy. If conception does not take place, the ovum is shed from the body during the woman's period.

## Let's Talk:

- ▲ **How do you feel about this information?**
- ▲ **What did you know already?**
- ▲ **Are there areas you are still unclear about?**
- ▲ **Who will you discuss the information on new life with at home or in school?**
- ▲ **When would be a good time to talk to someone about new life?**

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 7 The Wonder of New Life

## Option 2

<b>Information lesson:</b>	Revision of Puberty
<b>Story:</b>	Michael's Birth Day
<b>Sequencing Activity:</b>	Time Line

As suggested in Option 1, a revision of puberty and how new life begins may be included before reading the story.

## Story: Michael's Birth Day

The teacher, or a pupil, may read the following story for the class.

### Michael's Birth Day

Hi, my name is Michael. They say that today is my birth day and I am only a few hours old, but believe me I have been around a lot longer than that.

You would think that resting in my Mam's womb for the last nine months would have prepared me for my journey into the real world, but being born is an exhausting and frightening experience.

Let me tell you my story so far. It began 9 months ago when sperm from my Dad met with an egg from my Mam and suddenly there was me! You were created just like me.

During my first six weeks, my Mam or Dad were not aware that I was there. It wasn't until Mam missed her first period and had a pregnancy test that she realised she was carrying me. They were so delighted to see me today I can only imagine how excited they felt when the pregnancy was confirmed. Then, who wouldn't be excited about me! Even though I was no bigger than the tiniest small finger nail, by the end of these six weeks, I had the beginnings of arms, legs, nose and eyes. My heart was beating and my backbone was partly formed.

By the end of my third month my fingers and toes, knees and elbows had grown and my good looks were in place. My vocal cords had formed but I didn't speak yet. The umbilical cord that attached me to my Mam did a great job giving me food, though I didn't like spicy food as it gave me hiccups!

By the sixth month my eyes had opened. I couldn't see very much as it was very dark in there. I really enjoyed moving about, twisting and turning, though my Mam wished that all this activity hadn't happened when she was trying to get some sleep! I now had a light covering of hair on my head. I could hear loud music and sometimes people singing along. I think it must have been my Dad because that was one of the voices I heard earlier today. Don't tell him I said so, but he could use some singing lessons!

By the end of the ninth month I was much bigger and had put on a lot of weight which made it difficult for me to move around as much. All of my vital organs had formed.

As I said earlier, today was my birth day. I was very surprised and a little bit frightened when I felt my Mam's tummy start to tighten and I felt myself being pushed downwards. I tried to hold back but I was being propelled along. I passed through a very narrow tunnel and it seemed to take a long time. Suddenly, I saw bright lights and heard lots of noise, it felt very cold and strange and I started to cry. Then I heard familiar voices saying, "Oh look! it's our beautiful baby boy Michael, welcome to the world". It was my Mam and Dad.

## Resource Materials for Relationships and Sexuality Education

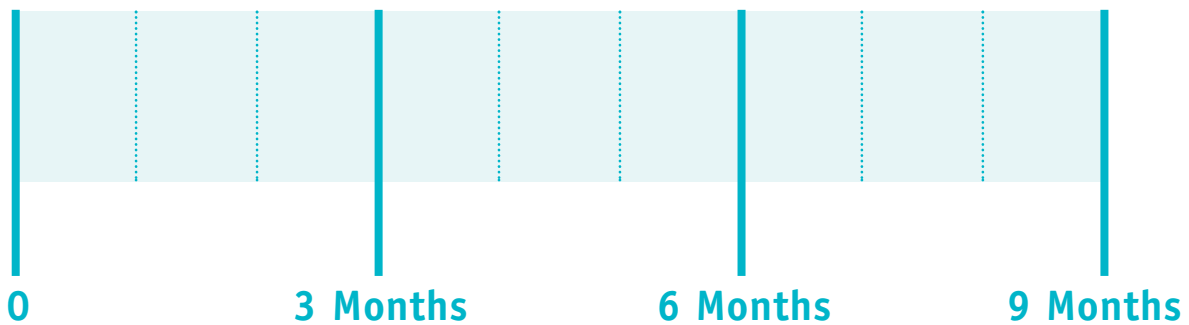
Fifth Class Theme 7 The Wonder of New Life

Having read the story the teacher discusses it with the class, opening with questions such as:

- ▲ Why was Michael surprised when people said he was only hours old?
- ▲ How did Michael's life begin?
- ▲ At what stage did Michael's Mam realise she was pregnant?
- ▲ How did Michael get nourishment?
- ▲ At what stage could Michael hear music?
- ▲ What was his Mam and Dad's reaction on seeing Michael?

### Sequencing Activity: Time Line

Teacher asks the class to map out a time line sequencing the developmental changes that occurred before Michael was born.



## Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 7 The Wonder of New Life

### Option 3

<b>Information Lesson:</b>	Revision of Puberty
<b>Video:</b>	Selected by teacher in keeping with the school's RSE Policy
<b>Let's Talk:</b>	About The Video

### **Video: Selected by teacher, in keeping with the school's RSE Policy**

The use of a video about how new life begins may be useful.

As suggested in Option 1, a revision of puberty may be included before showing the video. Teacher follows on with the discussion on how new life begins. The advantages of a video include the high standard of presentation and the expertise and professionalism of the presenter. A video can provide guidance for future presentations which the teacher may choose to give.

It is vital that the teacher previews the video for suitability. A revision of puberty may be included in the video. It is not always necessary to view an entire video. Certain clips that are appropriate may be sufficient.

### **Let's Talk:**

Following the video, teacher writes the words used on the blackboard to revise what children have learned and to ensure that they understand it. The following prompt questions may prove useful:

- ▲ **Did you learn anything new?**
- ▲ **What did you know about already?**
- ▲ **What did you hear that surprised you?**
- ▲ **What did you hear that interested you?**
- ▲ **Are there areas you are still unclear about?**



## Follow-up Activities

### Writing Activity:

### About The Story Or The Video

## Writing Activity: About the Story or the Video

As a follow-up to the video or the story you might ask the children to write about what they learned. The teacher could give guidelines in the form of unfinished sentences on the blackboard, or questions similar to the following:

A general question:

- ▲ **How does new life begin?**

Specific questions about the biological facts:

- ▲ **What journey does the egg make?**
- ▲ **What journey does the sperm make?**
- ▲ **Where do they meet?**
- ▲ **What happens when they meet?**

Follow-on questions:

- ▲ **Did you learn anything new?**
- ▲ **What did you know about already?**
- ▲ **What did you hear that surprised you?**
- ▲ **What did you hear that interested you?**
- ▲ **Are there areas that you are still unclear about?**

As an alternative to the questions, children could be asked to write a creative piece about the meeting of the sperm and the egg.



## Home-School Links

Dear Parents/Guardians,

In class we will help your child remember what s/he has learned about body changes, especially during puberty. We will also help your child learn about how new life begins. Even if you have talked to your child about this already s/he may like the chance to talk about it again.

**You could talk about:**

- ▲ How boys grow into men?
- ▲ How girls grow into women?
- ▲ Does s/he know what parts of the body change most?

**You might like to read this story with your child and talk about what you remember of the nine months before s/he was born.**

### Michael's Birth Day

Hi, my name is Michael. They say that today is my birth day and I am only a few hours old, but believe me I have been around a lot longer than that.

You would think that resting in my Mam's womb for the last nine months would have prepared me for my journey into the real world, but being born is an exhausting and frightening experience.

Let me tell you my story so far, it began 9 months ago when sperm from my Dad met with an egg from my Mam and suddenly there was me! You were created just like me.

During my first six weeks, my Mam or Dad were not aware that I was there. It wasn't until Mam missed her first period and had a pregnancy test that she realised she was carrying me. They were so delighted to see me today I can only imagine how excited they felt when the pregnancy was confirmed. Then, who wouldn't be excited about me! Even though I was no bigger than the tiniest small finger nail, by the end of these six weeks, I had the beginnings of arms, legs, nose and eyes. My heart was beating and my backbone was partly formed.

By the end of my third month my fingers and toes, knees and elbows had grown and my good looks were in place. My vocal cords had formed but I didn't speak yet. The umbilical cord that attached me to my Mam did a great job giving me food, though I didn't like spicy food as it gave me hiccups!

By the sixth month my eyes had opened. I couldn't see very much as it was very dark in there. I really enjoyed moving about, twisting and turning, though my Mam wished that all this activity hadn't happened when she was trying to get some sleep! I now had a light covering of hair on my head. I could hear loud music and sometimes people singing along. I think it must have been my Dad because that was one of the voices I heard earlier today. Don't tell him I said so, but he could use some singing lessons!

By the end of the ninth month I was much bigger and had put on a lot of weight which made it difficult for me to move around as much. All of my vital organs had formed.

As I said earlier, today was my birth day. I was very surprised and a little bit frightened when I felt my Mam's tummy start to tighten and I felt myself being pushed downwards. I tried to hold back but I was being propelled along. I passed through a very narrow tunnel and it seemed to take a long time. Suddenly, I saw bright lights and heard lots of noise, it felt very cold and strange and I started to cry. Then I heard familiar voices saying, "Oh look! it's our beautiful baby boy Michael, welcome to the world". It was my Mam and Dad.

# 8 Caring For New Life





Theme 8

## Caring for New Life

**Aim:** To provide the children with opportunities to learn about caring for a baby in the womb and the responsibility that a baby brings, especially to parents.

### Theme Menu

#### Option 1

<b>Visit:</b>	Parent(s) And Baby
<b>Worksheet:</b>	Caring For New Life
<b>Let's Talk:</b>	About Looking After A Baby

#### Option 2

<b>Information Lesson:</b>	Caring For New Life
<b>Let's Talk:</b>	About Caring For A Baby
<b>Class Round:</b>	One Thing I Have Learned Is ...

#### Option 3

<b>Story:</b>	Michael's First Year
<b>Sequencing Activity:</b>	A Time Line

#### Follow-up Activities

<b>Art Activity:</b>	Photo Montage Cartoon Pictures
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#### Teacher's Note:

The approaches that follow are suggestions only. The school's RSE Policy will act as a guide in deciding which activities are most appropriate. The school policy may include strategies for dealing with questions.

### A Note On Caring For New Life

In this theme caring for new life brings many responsibilities. Children will have an opportunity to revise the creation of new life and the care a baby needs growing in the womb. There will be discussion around the importance of a well balanced diet, exercise and rest for the mother and the developing baby. There will also be an opportunity to discuss a baby's needs once it is born and how other family members can help.

## Option 1

<b>Visit:</b>	Parent(s) And Baby
<b>Worksheet:</b>	Caring For New Life
<b>Let's Talk:</b>	About Looking After A Baby

### **Visit: Parent(s) and Baby**

A couple who are comfortable talking to the children and with whom the teacher feels comfortable is invited to talk to the class about their new baby. Guidelines on preparing for a visitor are on Page 18. The parents might explore the following issues with the children:

- the care the baby needed when s/he was born
- the care the baby needs now
- the people who care for the baby
- the protection a baby needs
- what they enjoy most about the baby
- baby's feeding routine.

### **Worksheet: Caring For New Life**

As an individual exercise, using the worksheet A Baby's Needs, the pupils put the needs listed on the worksheet into one of all of the columns with the headings: Physical Needs, Psychological Needs, Social Needs.

They may wish to add other needs which have not been listed.

In groups of 5/6, using their completed worksheets, the pupils share their lists and each group draws up an agreed list of the baby's physical, psychological and social needs.

The teacher takes feedback from each group and records their findings on a class chart avoiding duplication in the lists. A discussion follows led by the teacher asking questions such as:

- ▲ **How did you decide where to list the baby's different needs?**
- ▲ **Do you have the same needs as a baby? Why/Why not?**
- ▲ **Do you have other needs besides those mentioned on the worksheet? What are they?**
- ▲ **What are the main differences between the physical, psychological and social needs of a baby and a child in fifth class?**

## Let's Talk: About Looking After A Baby

What are the similarities/differences between the way you express needs and the way a baby expresses needs?

What similarities/differences can you see between the people who answer your needs and the people who answer the needs of a baby?

**Statement:** *'Looking after a baby is a full-time job and more!'*

Do you agree/disagree with this statement? Give reasons for your answer.

What kind of support do you think the young mother/father of a newborn baby need?

## Worksheet: A Baby's Needs

The following are some of a baby's needs:

**the voice of mother/father ● food ● hugs**  
**nappy change ● kisses ● sleep**

Can you think of any other needs?

**Put each of the baby's needs under one of the headings below**

Physical Needs	Psychological Needs	Social Needs

# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 8

Caring for New Life

## Option 2

<b>Information Lesson:</b>	Caring For New Life
<b>Let's Talk:</b>	About Caring For A Baby
<b>Class Round:</b>	One Thing I Have Learned Is ...

## Information Lesson: Caring for New Life

This is a teacher directed information lesson with the emphasis on teaching accurate biological facts. Once again the teacher has the opportunity to discuss the nature of the relationship between parents and the responsibilities of both parents. These issues are dealt with in the previous theme "The Wonder of New Life" and will also receive attention in sixth class.

The information in this lesson should be presented in a format that is simple and appropriate to the children's developmental level.

### Introduction: The Important Job of Being a Parent

Revise with the class what they remember about the creation of a baby and how the baby grows in the womb.

#### Before the baby is born:

Discuss with children the care a baby needs while in the womb. As the baby grows s/he depends totally on his/her mother for all food. The food is passed through a tube called the umbilical cord. Because the baby depends entirely on his/her mother for food, it is very important that she eats a healthy, balanced diet and takes regular exercise and rest.

Just as good things travel through the umbilical cord to the baby, other substances can be passed which may harm the baby. These include alcohol, drugs and nicotine from smoking.

Some viruses can also harm the development of the baby in the womb. The best known of these is rubella or German measles. Girls and boys around the age of twelve are given an injection to immunise them against Rubella. This is called the MMR vaccine (measles, mumps and rubella).

#### After the baby is born:

On average, the baby spends nine months in his/her mother's womb before birth. After the baby is born the mother is able to feed the baby herself with milk from her breasts. It contains the right ingredients in the correct quantities to enhance the baby's immune system.

The baby also needs a lot of love and care from the moment s/he is born. Parents do this by cuddling, playing and talking to the baby.

### Let's Talk: **About Caring For A Baby**

Having covered the material in the Information Lesson with your class, the children discuss the following topics under the heading:

#### **Family responsibilities for a new baby**

- ▲ List what the mother needs to do in order to maintain a healthy baby in the womb
- ▲ Suggest what a mother should avoid during pregnancy
- ▲ List the responsibilities which would arise if there was a new baby in your house
- ▲ Explore the possible responsibilities that family members can undertake.

### Class Round: **One thing I have learned about caring for a new baby is ...**

Teacher follows guidelines for class round as on page 18. The first child is asked the question "One thing I have learned is ..." and teacher continues until all the children have spoken.

Any incorrect information is corrected.



## Option 3

**Story:** Michael's First Year

**Sequencing:** Time Line

### Story: **Michael's First Year**

The teacher, or a pupil, may read the following story for the class:

#### **Michael's First Year**

Hi, my name is Michael. I am one year old. I'd like to tell you about the first and only year of my life so far. I was born on the 15th of April at 2:28am. I weighed 4 kilos. It was a big shock to my system to leave the lovely comfort of my mother's womb but I didn't have a choice in the matter! When I was born my eyes were blue, they still are. My hair was brown, but it has got fairer now. I came home from hospital on the 20th of April with my Mam and Dad. It took me a while to get used to my new surroundings but I didn't mind too much as long as I was fed and changed.

In the beginning I put on loads of weight, as much as two pounds a week. I grew out of all the first size clothes and I began to sleep and eat more. I first smiled on the 6th of June, I was looking at my Mam who was smiling at me. I first laughed on the 19th of July, because my Dad was blowing noises on my tummy! I answered to my name 'Michael' on the 3rd of September. I know immediately that my Mam and Dad are talking to me when 'Michael' comes first. I first learned to sit up on the 12th of October, I can see so much more when I'm sitting up. I can see what's on top of the table, the pictures of a cat and a dog on my bedroom wall.

I first waved goodbye on the 9th of November, everyone said it was cute. I do try! I got my first tooth on the 2nd of December, that was sore. I wanted to chew everything in sight including my Dad's shoulder! I first crawled on the 15th of February and my Mam said: 'Here comes trouble!' Crawling gives me great freedom. If I want something I can go get it. Before now I had to try to get my Mam's attention and even then she didn't always know what I wanted.

My first word was Dada, a good move I was told. My Mam breast fed me until recently. This was a special time for both of us. She would look into my eyes and talk or sing to me. It was lovely and cozy cuddling up beside her. My first meal besides milk was potato which I loved. My favourite foods are toast, baby biscuits and milk. I hate baby rice, yeuk! I spit it out no matter how my Mam tries to disguise it. I love my baths, I splash and splash until my Mam or Dad is soaked. I share my bath with a duck, three fish and a boat. I spot my bath sponge and think I'll get to it to suck it but my Mam always gets to it first. She 'tut, tuts' and asks me: 'Why must you put everything in your mouth?' Has no one told her that is how I learn about shape and size?

My first toy was a soft rabbit which is still on the side of my cot. My favourite game is 'Peekaboo', you just never know where my Dad will pop out next! My favourite song is 'Clap handies', because I can join in too. I had my first birthday where I blew out one candle. I'm learning to walk now but I'm taking it slowly, which is a good thing my Mam says!

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 8 Caring for New Life

Having read the story the teacher discusses it with the class, getting pupils to draw a time line and mark in different stages of Michael's development opening with questions such as:

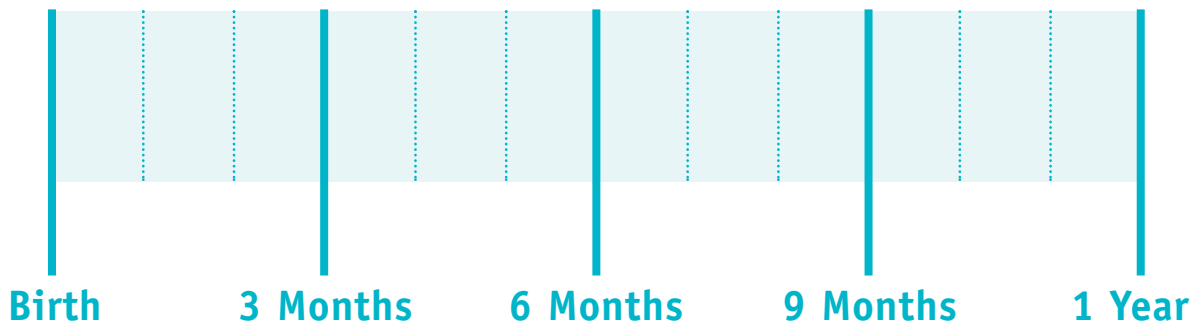
- ▲ When was Michael born?
- ▲ Why was being born a big shock to his system?
- ▲ Why had Michael no choice in the matter?
- ▲ When did Michael first sit up?
- ▲ When did Michael crawl?
- ▲ Why does Michael try to put everything into his mouth?
- ▲ In what ways has Michael grown and developed in his first year?

## Sequencing Activity: Time Line

Teacher asks the children to make out a timeline detailing the sequence of developmental changes for Michael from his birth to his first birthday.

If Michael's story has been used in the previous lesson, the two time lines could be displayed together in the class.

Teachers need to reinforce the fact that every baby has a different timeline.



## Follow-up Activities

Art Activity:

Photo Montage

Art Activity:

Cartoon Pictures

### Art Activity: **Photo Montage**

Using cut outs from magazines the children may compile a picture to illustrate one of the following themes:

- 1 Bringing baby to the doctor**
- 2 Feeding a baby**
- 3 Family members helping with the baby**
- 4 Features we inherit**
- 5 Shopping for baby.**

### Art Activity: **Cartoon Pictures**

The children can draw a series of pictures which together illustrate the following stories.

- 1 Parents caring for new babies... feeding, cuddling, playing, bathing the baby.**
- 2 Parents caring for toddlers... learning to walk, talk, feed themselves.**
- 3 Parents caring for you... helping with homework, teaching you right from wrong, parents protecting you while helping you to grow in independence, supporting you when you are worried, parents taking you to after school activities, enjoying holidays together.**



## Home-School Links

Dear Parents/Guardians,

In class we will help children to think about the care a baby needs before and after birth. Children need to think about the way a new baby changes people's lives. We will already have talked about new life and the care a baby needs while growing in the womb. We will be reading the following story in class. You might like to read it with your child.

### Michael's First Year

Hi, my name is Michael. I am one year old. I'd like to tell you about the first and only year of my life so far. I was born on the 15th of April at 2:28am. I weighed 4 kilos. It was a big shock to my system to leave the lovely comfort of my mother's womb but I didn't have a choice in the matter! When I was born my eyes were blue, they still are. My hair was brown, but it has got fairer now. I came home from hospital on the 20th of April with my Mam and Dad. It took me a while to get used to my new surroundings but I didn't mind too much as long as I was fed and changed.

In the beginning I put on loads of weight, as much as two pounds a week. I grew out of all the first size clothes and I began to sleep and eat more. I first smiled on the 6th of June, I was looking at my Mam who was smiling at me. I first laughed on the 19th of July, because my Dad was blowing noises on my tummy! I answered to my name 'Michael' on the 3rd of September. I know immediately that my Mam and Dad are talking to me when 'Michael' comes first. I first learned to sit up on the 12th of October, I can see so much more when I'm sitting up. I can see what's on top of the table, the pictures of a cat and a dog on my bedroom wall.

I first waved goodbye on the 9th of November, everyone said it was cute. I do try! I got my first tooth on the 2nd of December, that was sore. I wanted to chew everything in sight including my Dad's shoulder! I first crawled on the 15th of February and my Mam said: 'Here comes trouble!' Crawling is great freedom. If I want something I can go get it. Before now I had to try to get my Mam's attention and even then she didn't always know what I wanted.

My first word was Dada, a good move I was told. My Mam breast fed me until recently. This was a special time for both of us. She would look into my eyes and talk or sing to me. It was lovely and cozy cuddling up beside her. My first meal besides milk was potato which I loved. My favourite foods are toast, luga and milk. I hate baby rice, yeuk! I spit it out no matter how my Mam tries to disguise it. I love my baths, I splash and splash until my Mam is soaked. I share my bath with a duck, three fish and a boat. I spot my bath sponge and think I'll get to it to suck it but my Mam always gets to it first. She 'Tut, tuts' and asks me: 'Why must you put everything in your mouth?' Has no one told her that is how I learn about shape and size?

My first toy was a soft rabbit which is still on the side of my cot. My favourite game is 'Peekaboo', you just never know where my Dad will pop out next! My favourite song is 'Clap handies', because I can join in too. I had my first birthday where I blew out one candle. I'm learning to walk now but I'm taking it slowly, which is a good thing my Mam says!

#### You might like to talk about:

- ▲ The care a pregnant mother needs - food, exercise and rest
- ▲ How this helps the baby before and after birth
- ▲ The care your child received before and after birth
- ▲ The people who helped
- ▲ How your child's eating habits and needs have changed.

#### This could lead on to a chat about:

**The importance for your child of a balanced diet, regular exercise and rest as his/her body grows and changes.**

# 9 Making Healthy Decisions





Theme 9

## Making Healthy Decisions

**Aim:** To provide children with opportunities to consider personal health and hygiene practice, especially as it relates to puberty.

### Theme Menu

#### Option 1

**Editor's Postbag:** Boy's And Girl's Concerns

**Project:** Health And Hygiene

#### Option 2

**Quiz:** Health And Hygiene

**Information Lesson:** Health And Hygiene In Puberty

#### Option 3

**Let's Talk:** About Responsibilities For Our Own Health And Hygiene

#### Follow-up Activity

**Group Decision-Making:** Health And Hygiene Practices

### A Note On Decision-making

Living life to the full involves solving problems and making decisions and choices either as an individual or as part of a group. Trying to solve children's problems or to resolve their difficulties 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 with an appreciation of the consequences.

## Option 1

**Editor's Postbag:**

Boys' And Girls' Concerns

**Project:**

Health And Hygiene

### **Editor's Postbag: Boys' And Girls' Concerns**

Ask the children to imagine that they are editors of a magazine for young people called 'The Clean Look Magazine'. They receive a number of letters as on Worksheet A or similar, composed by the teacher and/or the class, depicting typical problems young people might encounter in the area of health and hygiene. In groups of 5/6, they are given the task of answering these letters using the information they have learned during RSE classes.

There is feedback from the small groups to the whole class and the teacher initiates a follow-up discussion with questions such as:

- ▲ **Were some letters more difficult than others to answer? Why/Why not?**
- ▲ **Do you think it is important to be sensitive when dealing with issues of health and hygiene with young people? Why/Why not?**
- ▲ **What are the advantages and disadvantages of writing into a magazine about a problem?**

### **Project: Health And Hygiene**

Divide the class into small groups of 3/4. Each group takes one of the aspects of health and hygiene listed on Worksheet B. Each group gathers information and pictures/drawings on the topic of their choice. These can be presented on a poster or in a scrapbook. Each group makes a presentation to the larger class on their topic. The rest of the class can ask the group questions on their area of focus.

The teacher discusses their projects with the children asking:

- ▲ **If you were asked to say what the most important piece of information in your project was, what would it be?**
- ▲ **Where did you look for information on your topic?**
- ▲ **What was the most interesting information you learned?**
- ▲ **If you were to do another project, what might you do differently?**

## Worksheet A

### Letters to the Editor of 'The Clean Look Magazine'

Dear Editor

*I am twelve and have begun to notice that my skin has become more greasy than it used to be. I don't know what to do. I'm afraid my friends will notice and think that I am dirty.*

Anxious

Dear Editor

*My brother is fourteen and has smelly feet. My family and I say it to him all the time. He only replies that he cannot smell them. I'm sure his friends must notice by now. How do you think I can get the message across to him?*

Frustrated

Dear Editor

*I've noticed that I've begun to grow hair under my arms. I was really excited at first, I mean it's a sign I'm becoming a man. Now I'm wondering should I be using deodorant or anti-perspirant or both? Am I fussing over nothing?*

Worried

Dear Editor

*I started my periods three months ago. My Mam told me everything I needed to know about my periods. I've seen advertisements on the TV for scented sanitary towels and I thought it might be a good idea for me. What do you think?*

Wondering

Dear Editor

*I have a friend who likes to share everything, including her hairbrush. I am aware that sharing personal things isn't always a good idea. She tells me I'm paranoid. What do you think?*

Paranoid

Dear Editor

*I have been getting a few spots recently and find it really embarrassing. I eat a good bit of junk food, like chocolate and crisps. I was wondering if this was the reason. Could you give me some advice?*

Embarrassed



## **Worksheet B**

### **Suggested Topics for Project**

- Healthy Eating
- Getting Exercise
- Care of skin
- Care of teeth
- Care of hair
- The importance of sleep
- The power of advertising
- The hazards of smoking.

### **Project Planning Hints:**

- ▲ **What do you need to find out?**
- ▲ **Where will you find this information?**
- ▲ **Who is going to find it?**
- ▲ **Who can help you find it?**
- ▲ **Who is going to write it up?**
- ▲ **Where will you find pictures for your project?**
- ▲ **Who will do this?**
- ▲ **Who can draw pictures or diagrams to illustrate your project?**

## Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 9

Making Healthy Decisions

### Option 2

**Quiz:** Health And Hygiene

**Information Lesson:** Health And Hygiene In Puberty

### **Quiz: Health And Hygiene In Puberty**

The children work in groups. Each pupil in the group is given a copy of the Health and Hygiene Quiz. Each group discusses the questions. More than one answer may be correct, but the group has to choose the answer which is most relevant to young people as their bodies grow and develop during puberty. The answers should represent group consensus.

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 9 Making Healthy Decisions

## Health and Hygiene Quiz

- 1 It is healthy to eat ...**
  - (a) plenty of crisps and chocolate washed down with a fizzy drink
  - (b) a big meal late at night
  - (c) three meals a day
  
- 2 It is healthy to have ...**
  - (a) no breakfast
  - (b) a cereal, fruit/fruit juice and wholemeal bread for breakfast
  - (c) a very rushed breakfast
  
- 3 Healthy eaters will have the following daily ...**
  - (a) popcorn
  - (b) sweets
  - (c) fruit and vegetables
  
- 4 It is hygienic to wash every day ...**
  - (a) the whole body
  - (b) hands, neck and face
  - (c) under the arms
  
- 5 To prevent spots on the face ...**
  - (a) wash with a mild soap and water
  - (b) cleanse with a medicated lotion
  - (c) eat greasy food and chocolate
  
- 6 It is important for health that ...**
  - (a) children in fifth class get nine to ten hours sleep a night
  - (b) children change their underwear daily
  - (c) children never use anyone else's deodorant
  
- 7 For healthy hair ...**
  - (a) use gel or similar hair dressing
  - (b) wash hair regularly
  - (c) use a fine comb to search for headlice
  
- 8 To be healthy ...**
  - (a) get at least twenty minutes of fresh air/exercise daily
  - (b) watch television for two hours every evening
  - (c) cycle ten miles every week

## Scoring Health and Hygiene Quiz

### Scoring Health and Hygiene Quiz

Score 5 for every star (\*) answer given by your group

- 1 It is healthy to eat ...**
  - (a) plenty of crisps and chocolate washed down with a fizzy drink
  - (b) a big meal late at night
  - \* (c) three meals a day
- 2 It is healthy to have ...**
  - (a) no breakfast
  - \* (b) a cereal, fruit/fruit juice and wholemeal bread for breakfast
  - (c) a very rushed breakfast
- 3 Healthy eaters will have the following daily ...**
  - (a) popcorn
  - (b) sweets
  - \* (c) fruit and vegetables
- 4 It is hygienic to wash every day ...**
  - \* (a) the whole body
  - (b) hands, neck and face
  - (c) under the arms
- 5 To prevent spots on the face ...**
  - \* (a) wash with a mild soap and water
  - (b) cleanse with a medicated lotion
  - (c) eat greasy food and chocolate
- 6 It is important for health that ...**
  - \* (a) children in fifth class get nine to ten hours sleep a night
  - (b) children change their underwear daily
  - (c) children never use anyone else's deodorant
- 7 For healthy hair ...**
  - (a) use gel or similar hair dressing
  - \* (b) wash hair regularly
  - (c) use a fine comb to search for headlice
- 8 To be healthy ...**
  - \* (a) get at least twenty minutes of fresh air/exercise daily
  - (b) watch television for two hours every evening
  - (c) cycle ten miles every week

<b>Score</b>	30 - 40	Your team is made up of good health and hygiene champions
	20 - 30	Your team knows a lot about health and hygiene
	Below 20	Now that your group knows more about health and hygiene you will soon become experts.

### Information Lesson: Health And Hygiene In Puberty

This exercise involves revising the changes in puberty particularly those that will require a response from the young person in terms of their personal health and hygiene. The teacher may choose to begin by asking the children to call out the changes that occur in puberty under the headings:

▲ **Changes that happen outside my body**

▲ **Changes that happen within my body**

Using an interactive methodology, the teacher may use the following information to stimulate classroom discussion.

#### Keeping Clean and Feeling Healthy

▲ **Keeping clean and healthy is always important, but it is particularly important during the time all the changes we spoke about are happening to the body**

▲ **In puberty, the skin starts producing oil and perspiration**

▲ **If the body is not washed regularly bacteria grow, causing spots in the case of oil and unpleasant smells where perspiration remains**

▲ **Feeling fresh and clean and in good health helps a young person maintain a sense of well-being.**

#### Keeping the Skin Clean

The top layer of the skin is made up of a layer of dead cells. Glands under the skin produce sebum which is an oily substance. During puberty the glands start producing more sebum than before. This can cause hair to be greasy and skin to be oily. Spots may also develop. Other glands produce perspiration or sweat. Perspiration helps the body get rid of waste and cools it when it gets hot.

Washing every day gets rid of dirt, dead skin cells, sebum and perspiration. Some parts of the body have more sweat glands than others. These are under the arms and around the genital areas. It is important to wash these areas everyday. An anti-perspirant or deodorant may be used under the arms. Both help stop smells developing until the skin is washed. Deodorants act on the bacteria in the perspiration, slowing down its growth. Anti-perspirants close down some of the pores so less sweat is produced. Anti-perspirants or deodorants are not used in the genital areas as the skin there is particularly sensitive and it could become sore.

Underwear should be changed daily.

#### Spots

It is important to reassure children that many skin complaints like spots are part of growing up. Generally they disappear in later teens. Washing with a medicated soap can help. Encourage the children to eat a balanced diet with plenty of fresh fruit and vegetables. Regular exercise and rest will all contribute to a healthy complexion.

#### Hair

Just like the skin, the hair needs regular washing to get rid of dirt, dead cells, oil, grease and perspiration. Dandruff is made up of dead skin cells from the head. Washing with a mild shampoo gets rid of this too. Hairbrushes should be washed regularly.

# Resource Materials for Relationships and Sexuality Education

## Fifth Class Theme 9 Making Healthy Decisions

### Teeth

In puberty, the full set of permanent teeth has usually developed. These have to last a lifetime. To avoid tooth decay, gum disease and bad breath, regular brushing and flossing especially after meals is necessary. The toothbrush should be in good condition and changed every three months. Toothpaste that contains fluoride is recommended. A regular visit to the dentist ensures early detection of potential dental problems.

**During puberty the right food, exercise and sleep are necessary for healthy growth.**

### Food

It is important to eat a wide variety of good, fresh food. Foods that build up, repair and replace body tissue are called proteins. These are eggs, meat, fish, milk, yoghurt, cheese, peas, beans and lentils. Carbohydrates and fats give heat and energy and include wholemeal bread, cereal, milk, potatoes, pasta, rice, butter and fatty foods. Foods full of vitamins and minerals like fresh fruit and vegetables are an important source of nutrition. Calcium is an important mineral found in milk, cheese, and yoghurt. Calcium is important for strong bones and teeth. Vitamin C, found in oranges and kiwi fruit, protects against infection. Roughage is good for the digestion. It prevents constipation and keeps the digestive system working and regular. It is found in foods like wholemeal bread and wholegrain cereals, e.g., porridge, bran flakes, fruits and vegetables, brown rice and beans. It is important to drink plenty of water to help roughage move through the digestive system.

Breakfast is a very important meal. When a person misses breakfast s/he is low on fuel and children who don't eat a breakfast often feel quite tired by mid-morning. They find it harder to concentrate on their school work. They don't have as much energy as their friends who have eaten breakfast. "You are what you eat", is a well known saying. Eating a well balanced diet does not mean putting on weight. It will ensure that you will not only look good but feel good also.

### Exercise

Exercise is important for healthy growth and for the full and healthy development of the bones, muscles, heart and lungs. Any exercise is good. Swimming is a particularly good exercise as it develops strength, flexibility and stamina.

### Sleep

In general, adults need seven or eight hours sleep. Children need more. A new baby needs 21 hours approximately. A child starting school needs 12 hours approximately. A child in fifth class, aged ten approximately, needs 9 – 10 hours.

### Conclusion

A young person has little or no control over the changes at puberty or how long they will take to happen. But it is possible for everyone to make responsible choices around health and hygiene. Usually girls start changing first. Most of the important changes take place in girls between the ages of nine and sixteen. Most of the important changes in boys start around the time they are twelve. Fifth class is a good time to start preparing for the changes that happen during puberty by making the decision to start good hygiene practices now.

Option 3

Let's Talk:

About Responsibilities For Our Own Health And Hygiene

**Let's Talk: About Responsibilities For Our Own Health and Hygiene**

- ▲ What responsibilities did we have for our own health and hygiene when we were born?
- ▲ How had that changed when we started school?
- ▲ How will that change again as puberty begins?
- ▲ Why should we wash?
- ▲ What would happen if we didn't wash?
- ▲ What else should we do to keep ourselves clean? (change of underwear and socks, wash feet, attend to nails, ears and hair.)
- ▲ What else can you do for yourself to help you to stay healthy? (healthy lunches, regular exercise)
- ▲ Why not make the decision to start your good health and hygiene practices now?
- ▲ What would be a good way to start?
- ▲ Is there anything we could do as a class?
- ▲ Is there anything you would like to do as an individual that you would like to tell the class about?

### Follow-up Activity

#### Group Decision-Making:

Health And Hygiene Practices

## Group Decision-Making: Good Health And Hygiene Practices

The steps for group decision-making follow:

- 1** Assign each child a partner randomly or according to friendship groupings.
- 2** Choose a theme like good health practices when eating, exercising, going through puberty, dental health etc.  
Explain a specific task to the children. Say to them "Today we are making a list of good health practices for children going through puberty. What recommendations might you include?"
- 3** The class as a whole spend a short time brainstorming. The teacher writes these on the blackboard. This should be done very quickly with the minimum of conversation. At this stage, it is important that all views are taken.
- 4** The children are given three or four minutes to write down three good health practices they, as individuals, would recommend. This should be done without discussion in order to provide each child with the opportunity to make an individual decision.
- 5** Each child shows his/her list to his/her assigned partner and together they discuss the reasons for their decisions.
- 6** Each pair are then asked to agree on a joint list of four ideas between them. These can be from the original lists of decisions or can be a new idea which arises from discussion.
- 7** If the previous steps have proceeded successfully the teacher might like to ask each pair to join up with another group to make a group of four. After sharing their ideas, they are to agree on six recommendations between them.

If the children are to value this activity it is important that they see the results of their labours, so discuss and display the decisions reached.





## Home-School Links

Dear Parents/Guardians,

In class we hope to encourage your child to want to keep healthy, clean and to eat well over the next important years of his/her life.

**You could talk about:**

- ▲ **Your child taking more care of health and hygiene now that s/he is getting older – remembering to wash daily.**
- ▲ **Below are some of the facts they have been given in school that you might like to talk about.**

We need to take care of our bodies inside and out

### **Keeping Clean and Feeling Healthy**

Keeping clean and healthy is always important, but it is particularly important during the time all the changes are happening to the body. Feeling fresh and clean and in good health helps to give a young person a sense of well being. In puberty, the skin starts producing oil and perspiration. If the skin is not washed, bacteria grow causing spots in the case of oil and unpleasant smells where perspiration remains.

**Spots:** Children need reassurance that many skin complaints like spots are part of growing up. Daily cleansing of the skin and a well balanced diet will help to minimise the development of spots. Encourage your child to get plenty of rest, exercise and fresh air.

**Hair:** Just like the skin, hair needs regular washing to get rid of dirt, dead cells, oil, grease and perspiration. Washing regularly with a mild shampoo is essential.

**Teeth:** In puberty, the full set of permanent teeth has usually developed. These can last a lifetime if cared for properly. To avoid tooth decay, gum disease and bad breath, it is recommended that teeth be brushed regularly and foods with a high sugar content be avoided. A regular visit to the dentist is also important.

**Food:** It is important to eat a wide variety of fresh foods and have three balanced meals daily. Children need lots of protein foods such as meat, fish, eggs, milk and cheese. They also need energy giving foods like bread, cereals, potatoes, rice and pasta. Fat is also necessary in the diet as is a variety of fresh fruit and vegetables. Breakfast is a very important meal in the day and when a person skips breakfast, s/he is low in energy. Children who skip breakfast may find it harder to concentrate on their school work.

**Exercise:** Exercise is important for healthy growth and for the full and healthy development of the bones, muscles, heart and lungs. Any exercise is good for health.

**Sleep:** In general, adults need seven or eight hours sleep. A child in fifth or sixth class needs eight to ten hours sleep approximately per night.

You may wish to talk to your child about the positive decisions you made for him/her when s/he was younger e.g. making sure his/her food intake was balanced and healthy.

Together you can identify the positive health habits in your family. All of these habits began when you made conscious decisions about a particular behaviour. Good health habits show that you are taking responsibility for your health and well being.

You might also like to look at habits which you would like to change. Together you could look at how you formed the habits and draw up a plan of action to change them.

Finally, you could encourage your child to design a Ten Point Plan for good health.

**This could lead to a chat about:**

- ▲ **Good habits already in the family**
- ▲ **How good health habits show you are taking responsibility for yourself**
- ▲ **What you would like to change and can change.**

In our family we stay healthy by...

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# Resource Materials for Relationships and Sexuality Education

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## **Sixth Class**

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The arrangement of these RSE resource 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.

# Me and My Aspirations





Theme 1

## Me and My Aspirations

**Aim:** To provide the children with opportunities to reflect on themselves as they are now and to consider how they would like to be in the future.

### Theme Menu

#### Option 1

<b>Language Development:</b>	Describing People Describing Me
<b>Class Round:</b>	Pass The Compliment
<b>Let's Talk:</b>	About Me and My Aspirations

#### Option 2

<b>Personal Reflection:</b>	If I Were ...
<b>Personal Projection:</b>	Dreams Of The Future
<b>Art Activity:</b>	Self-Portrait

#### Follow-up Activities

<b>Pretend Time:</b>	A School Reunion
<b>Letter Writing:</b>	A Letter To Myself

### A Note on Self-Esteem

Self-esteem is the value one places on oneself. 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 more effectively implemented in the context of a whole school approach. A positive classroom environment can foster the growth of high self-esteem. Parents/guardians can be encouraged to provide support for and enforcement of, the self-enhancing activities in the classroom.

Self-esteem plays a part in the development of self-identity and children with high self-esteem are less likely to be influenced by the pressure of advertisements and the portrayal of stereotypical roles in 'soaps'. Children with low self-esteem may be less objective and may be more likely to seek to imitate or copy what is portrayed on television as the 'ideal' or 'in thing' in footwear, sports-gear, food, drink, pastimes, behaviour, etc.

Children with low self-esteem may make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase their sense of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves.

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 1 Me and My Aspirations

## Option 1

**Language Development:** Describing People – Describing Me

**Class Round:** Pass The Compliment

**Let's Talk:** About Me and My Aspirations

## Language Development: Describing People – Describing Me

### Describing People

Ask the children for words or phrases that describe people. The following headings may be useful:

#### *Characteristics*

**Physical**

**Psychological**

**Emotional**

**Mental/Intellectual**

**Spiritual**

**Social**

In order to elicit the vocabulary from the children, ask them to describe characters from books they have read or from television programmes that they are all familiar with. Write down the vocabulary on the blackboard under the various headings. Discuss and clarify the meaning of each word or phrase with the children. This may take some time. Display the vocabulary in chart form. These words will be useful for the children's writing and language development.

### Describing Me

You might ask the children to write down a description of themselves under the headings The things I like about myself and The things I'd like to change/improve. These lists are private. Ask the children if one list is longer than another and why this might be. Often children are better prepared to admit to weaknesses rather than the good things about themselves. They may regard writing positive things about themselves as being boastful. Discuss with the class whether this is the case or not. Being positive about oneself is part of being self-confident.

This exercise might be repeated later in the year and the children could discuss the changes that may have occurred in their opinion of themselves and their willingness or otherwise to be positive about themselves. Alternatively, the children may be asked to write a list of words or phrases that describe them now and a list of words they would like to describe them in the future. It might be useful for the children to specify what is meant by 'in the future'.

The following are suggestions:

**Next year**

**In five year's  
time**

**In ten years**

**When I am an  
adult**



### **Class Round: Pass The Compliment**

The Describing People activity, where children are asked for words and phrases to describe people in terms of their physical, psychological, emotional, mental, social and spiritual make-up, may be useful as a preliminary activity to this class round.

Each child is asked to write his/her name at the bottom of the page. These pages are passed around to every child in the class. Each pupil is asked to think carefully about the person whose name is at the bottom of the page and to write down a positive comment about that person.

This activity works most successfully with preparation. Positive comments only are acceptable. Negative comments undermine the objective of the lesson. Stress this to the children. Each time a comment is written down the page is folded down. Talking about the variety of categories under which a compliment can be made also helps, as can talking about the difference between saying something positive to someone regarding their physical appearance or their material possessions, and saying something positive you notice in the person. Afterwards discuss with the children how they felt about the compliments. Being able to tell parents/siblings what s/he feels is very important for the child.

### **Let's Talk: About Me and My Aspirations**

The following questions relate to the objective of this lesson and may be useful as aids to the discussion:

- ▲ **What new words or phrases did you learn today that describe people?**
- ▲ **Did any of them describe you?**
- ▲ **Were there any that you would like to describe you in the future?**

Discuss with the children the relative merits of their aspirations, the difference between being 'rich' and being 'generous' for example.

- ▲ **Why would you like to be this way?**
- ▲ **What would you have to do to become like this?**
- ▲ **Is there a practical way you could begin to be like this now?**
- ▲ **Do you have a hero or heroine, someone you look up to and admire?**
- ▲ **Why do you admire this person?**
- ▲ **Would you like to be like this person? In what way? Why?**
- ▲ **What would you have to do to be this?**
- ▲ **Is there a way you could become more like your hero or heroine today?**
- ▲ **What if the hero or heroine turns out to be different from what you believed?**

## Option 2

<b>Personal Reflection:</b>	If I Were ...
<b>Personal Projection:</b>	Dreams Of The Future
<b>Art Activity:</b>	Self-Portrait

### Personal Reflection: If I Were ...

Provide the pupils with the worksheet titled If I Were... The pupils imagine how they would feel if they were an animal, a piece of furniture, etc. When the pupils have completed this exercise the following questions might be used to initiate discussion as a class or in small groups of 5/6.

- ▲ **Did you find doing this exercise easy or difficult?**
- ▲ **Were you surprised by any of your choices?**
- ▲ **What do your choices say to you?**

#### **The people I admire**

Ask the pupils to think of a person they really look up to. Ask them then to describe what it is that they admire most about the person, e.g., 'I admire my older cousin because he's a great swimmer but also he's really kind and brings me places with him'

- ▲ **What type of person did you choose and why?**
- ▲ **What does this tell you about yourself?**
- ▲ **If you were to follow in this person's footsteps what would you need to do in the future?**

### Personal Projection: Dreams Of The Future

#### **Hopes, fears and expectations**

This exercise needs to be done individually and requires thoughtful reflection on the part of the pupils. Stress to the pupils the need to respect each other's privacy and to carry out their work quietly. They will be reminded of the class ground rules regarding privacy.

Ask the pupils to think about and to write out what their hopes are for the future. This could include their dreams, ambitions, jobs, relationships, etc. Secondly, ask the pupils to reflect on and to write out what they fear when they think about the future. Fear is a natural and normal part of living. Change is challenging and rewarding but it can also cause anxiety. Fear could include worry about changing schools, making new friends, becoming more independent, changes in their bodies, etc. Lastly, ask the pupils to think about their expectations for the future. These differ from dreams because they are concrete, e.g., all pupils may expect to change schools at the end of this year, to study for their Junior Cert., etc.

When the pupils have completed this exercise individually, they could be divided into groups and asked to make a poster of their group's hopes, fears and expectations for the future. This could be done using magazines, newspapers, colours, etc. When this work is completed, the children are asked to reflect privately on questions such as the following and to share only what they feel comfortable sharing:

## Resource Materials for Relationships and Sexuality Education

Sixth Class    Theme 1    Me and My Aspirations

- ▲ Did you like or dislike doing this exercise? Explain your answer.
- ▲ Did you think about the future in this way before? Explain your answer.
- ▲ Why do you think it is important to do an exercise like this one?
- ▲ Were your hopes, fears and expectations similar or different to those of others in your group? Why do you think this was the case?

### Art Activity:    Self-Portrait

Ask the children to sketch a self-portrait using their name.

Alternatively, the first part of the Language Development section in Option 1, where children are asked for words and phrases to describe people in terms of their physical, psychological, emotional, mental, intellectual, social and spiritual make-up, may be a useful preliminary activity to the self-portrait.

Ask the children to make a list of words and phrases that describe them and to sketch a self-portrait using them.

A portrait of how the artist would see him or herself in the future, using words and phrases that might describe them then, might also be appropriate.

## If I were ...

If I were a colour I would be \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

If I were an animal I would be \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

If I were a piece of furniture I would be \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

If I were a tree I would be \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

If I were a fruit I would be \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

If I were a flower I would be \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

If I were a car I would be \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

## Follow-up Activities

<b>Pretend Time:</b>	A School Reunion
<b>Letter Writing:</b>	A Letter To Myself

### **Pretend Time: A School Reunion**

The teacher pretends that it is ten years from now and s/he is organising a school reunion. The teacher encourages the pupils to think about themselves in the future and to decide what they would wish to be like in ten year's time. Each child gets a blank index card on which s/he writes three things about himself/herself pertaining to the future. The names are written on the cards and returned to the teacher.

The teacher, as organiser of the event, uses the information on the cards to publicly introduce the 'past pupils' as they arrive. The teacher might add a positive comment on his/her 'memories' of the pupil and make a connection between the 'memories' and the aspirations on the card, e.g., I would like to welcome Mary Green who works in a Garden Centre. When she was in sixth class Mary was devoted to the classroom plants and the nature table. When all have been introduced they form small groups and reminisce about their days in sixth class.

### **Writing Activity: A Letter To Myself**

This lesson may be timetabled to coincide with the start of a new term, a time for new beginnings and resolutions. Ask the pupils to decide on practical ways they can develop positively. Help the pupils by discussing examples with them.

Ask the pupils to write a letter to themselves, saying in what ways they would like to be a better person this term and the practical ways they could go about this. The format of a letter might be observed for broader learning and integration purposes.

The pupils self-address the envelope with the letter to themselves sealed inside. The teacher collects these and stores them until the new year when the pupils get the letters back. Reading them will give the pupil a focus when making their new year's resolutions.



## Home-School Links

Dear Parents/Guardians,

In class we hope to help children appreciate themselves now and acknowledge their achievements to date. This helps them to feel good about themselves (high self-esteem). Children with high self-esteem are less likely to give into pressure from friends, TV etc.

**In following up the work being done in school, You might like to talk about:**

- ▲ Changes you have seen in your child since s/he was little
- ▲ How your child got on when s/he started school
- ▲ Good things s/he has done/achieved
- ▲ Difficult things s/he has had to cope with.

**Each person  
is unique and  
special**

**This could lead on to chatting about:**

- ▲ Future changes that s/he is likely to experience
- ▲ Moving from primary school to post primary school
- ▲ Making new friends etc.

**You might like to write a letter about your child saying what you really like and value about him/her. Your child would probably treasure this forever!**

**What I really  
like about each  
member of our  
family is...**

## 2 Different Kinds Of Love





Theme 2

## Different Kinds Of Love

**Aim:** To provide the pupils with opportunities to discuss and develop awareness of different types of love.

### Theme Menu

#### Option 1

<b>Role Play:</b>	All Kinds of Love
<b>Worksheet:</b>	Love is ...
<b>Media Studies:</b>	Different Kinds Of Love

#### Option 2

<b>A Story:</b>	Different Kinds Of Love
<b>Let's Talk:</b>	About Different Kinds Of Love
<b>Writing Activity:</b>	A Special Love

#### Follow-up Activities

<b>Writing Activity:</b>	What Is Love?
<b>Art Activity:</b>	Love Makes The World Go Around

### A Note On Love, Loving Relationships And Friendships

“Love makes the world go around”. We all play an active part in loving relationships. Each day we interact with significant people who affect our well being: parents, brothers, sisters, friends, teachers, etc. These relationships have the power to bring us laughter or tears, joy or despair.

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 environment. 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.



## Option 1

<b>Role Play:</b>	All Kinds of Love
<b>Worksheet:</b>	Love is ...
<b>Media Studies:</b>	Different Kinds Of Love

## Role Play: All Kinds of Love

Using cartoons/pictures illustrating different kinds of love, ask the pupils to identify the type of love being shown:

- 1 Cartoon of father feeding a young baby**
- 2 Cartoon of brother and sister sharing their toys**
- 3 Cartoon of a couple holding hands**
- 4 Cartoon of a nurse looking after a baby**
- 5 Cartoon of two friends laughing together**
- 6 Cartoon of mother bandaging a child's leg**
- 7 Cartoon of child and pet playing together.**

Ask the pupils to say what is special about each type of love portrayed:

- ▲ Have you ever thought about love in this way before?**
- ▲ Which of the types of love do you know best?**
- ▲ Do you think any of the types of love are more important than the other?  
Explain your answer.**
- ▲ What differences do you see between the types of love shown in the cartoons?**

The class is divided into seven groups. Each group is assigned one of the above cartoons and is asked to draw a story board showing a real life example of this type of love in action. The story board may be assembled using children's drawings, cut-out pictures, words, etc. You may need a few examples.

Each group makes up a role play on their story board and acts it out for the whole class. It could involve two, three or four pupils, depending on the number of characters in each example. Following the role play the teacher asks:

- ▲ What did you think of the example of love being role played?**
- ▲ Did you think it was true to life?**

## Resource Materials for Relationships and Sexuality Education

Sixth Class    Theme 2    Different Kinds Of Love

### Worksheet:    Love is ...

Ask the pupils to tick the statements which they think are about love and discuss the following questions on the worksheet "Love is...". Discuss:

- ▲ How did you decide which statements were about love?
- ▲ If you were to choose one of the statements to describe love, which would it be? Why?
- ▲ Have you experienced the different forms of love as listed on the worksheet?

### Media Studies: Different Kinds Of Love

Ask the pupils about the ways in which different kinds of love are portrayed on television. This can be done in a number of ways:

- ▲ Pre-record a suitable, popular programme and show this to the pupils in class.
- ▲ Select an appropriate programme and ask the pupils to watch it at home, with a parent/guardian, if possible.
- ▲ Have a general discussion based on the pupils' experience of viewing T.V.

Talk to the pupils about what they are to look out for in advance of their viewing. The following questions may be useful, though not all questions will be appropriate to the programme they are watching. If the viewing is to be 'homework', you might, if possible, provide the pupils with a written list of questions to think about:

- ▲ What programme did you watch?
- ▲ Who was your favourite character? Why?
- ▲ What did you notice about this character's family and other relationships?
- ▲ What did you notice about this character in relation to his/her interests and the groups to which s/he may belong?
- ▲ Does this character behave in the same way in different relationships?
- ▲ Which relationships are loving relationships?
- ▲ What message does this programme give about loving relationships?
- ▲ Is this a useful message? Is it realistic?

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 2 Different Kinds Of Love

## Love is...

Read through the following statements and tick the ones you think describe love.

Statement	Love
Love is feeling comfortable with the other person	<input type="checkbox"/>
Love is forgiving the other person	<input type="checkbox"/>
Love is letting the other person win all the time	<input type="checkbox"/>
Love is considering other peoples' feelings	<input type="checkbox"/>
Love is being with each other all the time	<input type="checkbox"/>
Love is listening to the other person's problems	<input type="checkbox"/>
Love is giving each other space	<input type="checkbox"/>
Love is doing what the other person wants	<input type="checkbox"/>
Love is having fun together	<input type="checkbox"/>
Love is liking all the same things	<input type="checkbox"/>
Love is respecting each other's likes and dislikes	<input type="checkbox"/>
Love is being friends	<input type="checkbox"/>
Love is give and take	<input type="checkbox"/>
Love is caring for each other deeply	<input type="checkbox"/>

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 2 Different Kinds Of Love

## Option 2

<b>A Story:</b>	Different Kinds Of Love
<b>Let's Talk:</b>	About Different Kinds Of Love
<b>Writing Activity:</b>	A Special Love

## A Story: Different Kinds Of Love

One way to provide pupils with opportunities to learn about different types of love is through reading a story or poem. The pupils can read the story themselves or the teacher could read it to the class. Through reading an appropriate story, the child can learn about a variety of friendships. 'Children need literature to try life on for size'. (Jacobs, 1968)

### Story Suggestions

The following books deal with different kinds of love. Alternatively, the pupils may be able to suggest books which they have read about. Ask if they are willing to bring them in for the class library. Encourage the pupils to discuss what they have read. The following questions may be useful:

- ▲ **What book were you reading? Who wrote it? What was it about?**
- ▲ **Who was your favourite character? Why?**
- ▲ **What did you notice about this character's family and other relationships?**
- ▲ **What did you notice about this character in relation to his/her interests and the groups to which s/he belongs?**
- ▲ **Does this character behave in the same way in different relationships?**
- ▲ **Which relationships are loving relationships?**
- ▲ **What message does this book give about loving relationships?**
- ▲ **Is this a useful message? Is it realistic?**

The following books are suggestions only:

**Not Dressed Like That You Don't**, by Yvonne Coppard published by Puffin

A humorous account in diary form of the relationship between a teenage girl and her long suffering mother.

**Madame Doubtfire**, by Anne Fine published by Puffin

A recently divorced father goes to weird and wonderful lengths to keep in contact with his children.

**The Twelfth Of July**, by Joan Lingard published by Puffin

The first in a series of books about a young Belfast couple from opposite sides of the divide.

### Let's Talk: About Different Kinds Of Love

This topic can be explored in classroom conversation. The following questions relate to the objective of this lesson and may be useful as aids to the discussion:

- ▲ **If a programme was made or a story written about your life, what would it be called? Why?**
- ▲ **You are the main character in a book. What would this story say about you, your family and friends?**
- ▲ **What would people know about you from this story?**
- ▲ **In your life, you have many friendships. Do you behave in the same way with all your friends? Why? Why not?**
- ▲ **Often a young person will say that they love a particular singer or group or football team. What do they mean by this?**
- ▲ **Are there different kinds of love? How is your love for your parents different to the love you have for your grandparents? How is it the same?**
- ▲ **How is the love you have for your brothers and sisters different to the love you have for your friends? How is it the same?**

### Writing Activity: A Special Love

If this lesson has achieved its objective, the pupils ought to understand that the word 'love' is used in many different contexts. Corinthians 13; 4-7 contains a well known and often referred to definition of love. The following version is somewhat adapted:

'Love endures long and is kind. Love is not jealous or boastful; it is not vain or rude. It is not selfish or irritable, nor does it remember hurts. Love rejoices not in wickedness but rejoices in the truth. It bears all things in silence. Love believes all things, hopes all things, endures all things. Love never fails.'

Go through the piece, a word, phrase or thought at a time, asking the pupils what they think is meant by each and asking them for examples. A dictionary or thesaurus may be required. Then ask the pupils to write their own version, rewriting it using language with which they are more familiar.

Alternatively, the pupils might write a new and original definition of what love is. In this process, different kinds of love may be discussed e.g., the love parents have for babies and for all their children, the love between brothers and sisters, the love between friends, the love between grandparents and grandchildren and the love between husband and wife.

## Resource Materials for Relationships and Sexuality Education

Sixth Class    Theme 2    Different Kinds Of Love

### Follow-up Activities

**Writing Activity:**

What Is Love?

**Art Activity:**

Love Makes The World Go Around

### Writing Activity:    **What Is Love?**

This lesson aims to cultivate in the pupils an understanding of different types of love. Ask them to write about a time that someone showed they loved them by doing something special, maybe making or doing something at a cost to themselves, making a sacrifice or being forgiving. Alternatively, the pupils could write about a time they showed love to others.

In preparation for this activity, different kinds of love may be discussed e.g., the love parents have for babies and for their older children, the love between brothers and sisters, the love between friends, the love between grandparents and grandchildren and the love between husband and wife.

### Art Activity:    **Love Makes the World Go Around**

Ask the pupils to find examples in newspapers and magazines that show people showing love for each other by doing something special, doing something at a cost to themselves, making a sacrifice or being forgiving. This could be displayed on a montage.

Different kinds of love may be illustrated e.g., the love that carers have for those in need of care (nurses and their patients, aid workers and the people they work with), the love parents have for their children, the love between brothers and sisters, two people falling in love, the love between friends, the love between grandparents and grandchildren and the love between husband and wife.



## Home-School Links

Dear Parents/Guardians,

In class we will help children to look at different kinds of love and friendships. Friendships are very important to our children. We will help them to understand friendships and realise that they may change over time.

### You could talk about:

- ▲ Changes in friends when your son or daughter moves school or house
- ▲ Different kinds of love your child enjoys – inside the family and elsewhere
- ▲ What makes a good friend – accepting and respecting difference in each other.

Friends help us  
to grow and live  
with others

### Other things you might like to do:

- ▲ Look at photos that mean a lot to you or your child
- ▲ Look at photos of birthdays, holidays or other important times and talk how special you or your child felt
- ▲ Talk about presents your child gave you or pictures s/he drew for you and how happy and loved you felt getting them
- ▲ Talk about how your child's feelings about pop stars are different from the love s/he has for family members
- ▲ Make a list of what makes a good friend.

The love we  
feel in our  
family helps us  
to feel safe

# 3 Families







## Families

**Aims:** To provide the pupils with opportunities to discuss how family units differ and how conflict in families may be resolved.

### Theme Menu

#### Option 1

<b>Story:</b>	One Family's Story
<b>Let's Talk:</b>	About The Story
<b>Stories:</b>	Families

#### Option 2

<b>Class Discussion:</b>	Families
<b>Let's Talk:</b>	About Families
<b>Group Decision-Making:</b>	A Family Charter

#### Follow-up Activities

<b>Class Discussion:</b>	Resolving Conflict
<b>Role Play:</b>	Conflict Scenarios
<b>Art Activity:</b>	Symbols of Family

### A Note on Families

Family 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. 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 should 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

<b>Story:</b>	One Family's Story
<b>Let's Talk:</b>	About The Story
<b>Stories:</b>	Families

### Story: **One Family's Story**

The teacher tells the class the following story:

#### **My Family**

My father died when I was eight years old and my two brothers were aged six and four years. It was really hard for Mammy because Daddy had been ill for some time before that. At first she was relieved that Daddy didn't have to suffer any more and that we did not have to watch him being so ill.

Not having a father at home made us different to many of my friends' families who had two parents. Even the stories in my school books always seemed to have a Mammy and a Daddy. My teacher used to say that I had a 'SuperMam' because she did all the things a mother and a father would do. She was right. She was a 'SuperMam'.

I found it difficult being the eldest child. It seemed that I was expected to help out more, to be mature and to give good example to my brothers. They said I was a real 'bossy boots'! We had our differences just like any other brothers but we all got on at the end of the day. At the same time I was really lucky. I grew up in a very happy family.

### Let's Talk: **About The Story**

The teacher initiates discussion on the story:

- ▲ **Is this story written by a son or a daughter? How do you know?**
- ▲ **Why did the teacher call his/her mother a 'SuperMam'?**
- ▲ **Being the eldest, what was most difficult for him/her?**
- ▲ **Is your experience of family similar or different to this?**
- ▲ **How do you think s/he felt when his/her father died?**
- ▲ **In what way did the father's death make him/her different from friends?**
- ▲ **In what way do you think s/he had to:**
  - (i) **help out more**
  - (ii) **be mature**
  - (iii) **give good example to his/her brothers?**

#### **Teacher's Note:**

Many parents for one reason or another find themselves as lone parents in the home. It is important to include a discussion leading to an appreciation of the challenges lone parents meet on a daily basis.

### Stories: Families

The following books deal with different kinds of families and family situations. Alternatively, the pupils may be able to suggest suitable books which they have read. Ask them to make suggestions for the class library. Check that these books are appropriate for use in your class. Encourage the pupils to discuss what they have read.

The following questions may be useful:

- ▲ **What book were you reading? Who wrote it?**
- ▲ **This story was mainly about one family. Who were the members of this family?**
- ▲ **What happened in the story?**
- ▲ **What would you have done?**
- ▲ **What did the family members do?**
- ▲ **How was this family similar to your own?**
- ▲ **How was it different?**
- ▲ **Did you think the family in this story was true to life?**
- ▲ **Did you enjoy this story? Why/Why not?**

**The Trouble With Donovan Croft**, by Bernard Ashley published by Puffin.

When the normal, secure pattern of life is upset problems occur.

**The Peppermint Pig**, by Nina Bawden published by Puffin

A father loses his job and his family has to move in with relatives but all is not doom and gloom.

**The Book of the Banshee**, by Anne Fine published by Puffin

A boy becomes a war reporter. The war zone is his home! The protagonists are his parents and his teenage sister. A humorous account!

## Option 2

<b>Class Discussion:</b>	Families
<b>Let's Talk:</b>	About Families
<b>Group Decision-Making:</b>	A Family Charter

## Class Discussion: Families

Where appropriate this lesson might be suitable during the lead up to Christmas. Not all children in class may celebrate this festival. Begin by asking the pupils about the celebration of Christmas in their homes. Each family has its own traditions and there are similarities and differences between them. Alternatively, begin by asking the pupils about where they live and how many people live with them.

Both of these starting points could lead into a discussion on the variety of family units – families with one adult or many, one child or many, adopted children, fostered children, no children, a nuclear family, extended families etc. Members of the class may provide insights into what it is like to be one of a large family, an only child, or adopted etc. Class discussion could involve asking the pupils to 'buzz' with the person next to them, giving a set time for talk and feedback on the question:

**Do you agree with the following statements and what are the reasons for your answers?**

- ▲ **Most people grow up in a family.**
- ▲ **Each child born has a mother and a father and may have brothers and sisters.**
- ▲ **The family, however big or small, influences the child.**
- ▲ **Children learn to treat people in the same way as they see the people around them treating each other.**

**What is a family?**

The teacher discusses the question What is a family? with the pupils. Aspects which may be covered are:

- ▲ **the members of the family group**
- ▲ **the size of a family group**
- ▲ **age range**
- ▲ **what bonds a family together**
- ▲ **what families share**
- ▲ **what family members may have in common - a name, a home, a way of life, a history, habits or customs, traditions, religion, values, etc.**

# Resource Materials for Relationships and Sexuality Education

## Sixth Class Theme 3 Families

The class is divided into small groups and each group is asked to write a statement which answers the question 'What is a family?' Each group writes its definition on a large page and these are displayed for all to see. The teacher and pupils ascertain the points which are common to all definitions. These points are written on the blackboard. Points not common to all are then added. With the help of the pupils the teacher writes a class definition of a family, combining as many aspects as possible without duplicating any. These definitions are compared to the pupils' original statements. Pupils are asked are they happy that the new class statement says what they wanted to say.

### **Why is the family important?**

A family provides love, care and security for its members. It cares for and protects the young and newborn, the expectant mother, the senior members, those with a disability and others who are ill. A family can pass on a language, the wisdom of experience, customs, traditions and religious beliefs. A family can help the younger members to explore and develop these values, attitudes and beliefs.

From this discussion the pupils will see a number of similarities underpinning the family unit and some of the differences that exist also.

## **Let's Talk: About Families**

The following questions relate to the objective of this lesson and may be useful aids to the discussion:

- ▲ **Today we have talked about families. What have you learned?**
- ▲ **What is a family? Are there different types of families? How do they differ?**
- ▲ **Family members sometimes have different opinions about things. Can you give examples of what these might be?**
- ▲ **Sometimes different opinions cause disagreements. Can you give examples of disagreements that might occur?**

Referring to a relatively common example given by the class, ask the pupils:

- ▲ **What do you believe is the right thing to do?**
- ▲ **Who are the people who are involved?**
- ▲ **What is each person's point of view?**
- ▲ **What would be the best solution as far as each person involved is concerned?**
- ▲ **What would be the worst?**
- ▲ **What compromise, if any, could each person make?**
- ▲ **Will 'making up' be necessary? (apologising, being forgiving, accepting an apology.)**

### Group Decision-Making: A Family Charter

The steps for group decision-making are as follows:

Teacher asks the pupils to suggest a list of guidelines that would help family life.

- 1** The class as a whole spend a short time calling out ideas. The teacher writes these on the blackboard. All ideas are written down.
- 2** The pupils are given three or four minutes to write down three guidelines they, as individuals, would recommend for the smooth running of the family unit. This should be done without discussion in order to provide each child with the opportunity to make an individual decision.
- 3** They are then asked to find a partner, either randomly or someone they worked with before.
- 4** Each child shows the list to his/her partner and explains the reasons for the decisions.
- 5** Each pair are then asked to agree on a joint list of four ideas between them. These can be from the original lists of decisions or can be new ideas which arise from discussion.
- 6** If the previous steps have proceeded successfully, the teacher might like to ask each pair to join up with another group to make a group of four. After sharing their ideas, they are to agree on six recommendations between them.
- 7** If the pupils are to value this activity it is important that they see the results of their labours, so discuss and display the decisions reached.

Also, discuss with the pupils the process by which the decisions were reached and the way conflict was resolved. Display the findings on how conflict between participants was resolved.

#### **Teacher's Note:**

This is quite similar to the work that is done around A Classroom Charter/Class Contract.

It is important that each child's views are represented in the Charter.

The Family Charter can be done in conjunction with home and while A Family Shield is suggested, children can bring home their ideas from class and include them in their Family Charter.

Parents' views must also be heard and they too should include what they feel is important.

## Follow-up Activities

<b>Class Discussion:</b>	Resolving Conflict
<b>Role Play:</b>	Conflict Scenarios
<b>Art Activity:</b>	Symbols of Family

### **Class Discussion: Resolving Conflict**

The focus of this activity is to practise possible conflict resolution strategies. The teacher outlines a scenario of family conflict for the whole class from the role plays listed below. When the scenario has been described, ask the pupils:

- ▲ **Who are the people involved?**
- ▲ **What is each person's point of view?**
- ▲ **What would be the best solution from each point of view?**
- ▲ **What compromise could each person make?**
- ▲ **What would be the worst solution?**
- ▲ **What would you do?**
- ▲ **Would 'making up' be necessary? (apologising, being forgiving, accepting an apology).**

### **Role Play: Conflict Scenarios**

To put their ideas into action, the class is divided into small groups and each group is given a conflict scenario to consider and to role play a possible solution. The teacher monitors the activity carefully. The pupils must not change the task given to them. Children can volunteer for roles but a child may also opt to 'pass' and not be involved. These pupils can observe instead, listening and asking themselves:

- **Could this really happen? Why?**
- **What would be the best thing to do in the situation?**
- **What might happen next if the people involved did that?**
- **Are there other ways to solve this problem?**
- **What would be the consequences?**

The pupils complete the task and solutions are evaluated with questions such as:

- **In general, what is the best way for members of a family to solve problems?**
- **What prevents problems from being resolved? Why?**
- **How can we prevent problems from being repeated?**

### Role Plays

- 1** Shane plays football with his team after tea. Shane's Mammy asks him to be home by dark. Two evenings running he has been late. Mammy has been worried. Tomorrow is an important match. Shane's Mammy says since he can't be trusted, he can't go. Shane is more than a little disappointed.
- 2** Maura borrowed her older sister's jumper without asking. She tore the sleeve. Mammy says she has to save up her pocket money and buy her sister a new one. However Maura has other plans for her pocket money!
- 3** James's bedroom is always in a mess. His Mammy says he is not allowed out to play until he tidies it up. James feels his room is so messy it will take him months to sort it out and tidy it. He doesn't fancy not being allowed out to play for that long!
- 4** Jane has been given money for her birthday and wants to have her nose pierced. Mammy feels she is too young and as she is prone to allergies, the piercing might irritate her nose. Children are not allowed to have jewellery in their noses in school. Jane says she will pay for the piercing out of her birthday money and she won't wear the jewellery in school.
- 5** Michael went to a friend's house after school. After tea when he is about to start his homework, he remembers that an important match is on TV and his favourite team is playing. Daddy says he cannot watch the match until his homework is completed. Michael is devastated.
- 6** Kate wants to go to a disco. Her mother feels the venue for the disco is unsuitable for her age. Kate insists that all her friends are going. On further investigation Mammy discovers that Kate's friends from school are not going but the friends are from her basketball club and they are 14 and 15 years old.



### Art Activity: Symbols of Family

Talk to the pupils about symbols. Greeting cards are a good source for symbols of festivals, birthdays, special occasions, etc. Advent calendars or the Jesse Tree also provide suitable examples.

Alternatively, there are abundant symbols in the environment. Symbols on our clothes gives us washing instructions. Computers have their icons. There are road signs and symbols on the dashboards of cars and other machines. Maps have keys or legends which explain the symbols they use. Tourist maps in particular contain symbols which draw attention to the tourist facilities in an area.

**What symbols might be used to illustrate how:**

- ▲ family members show togetherness?
- ▲ show support for each other?
- ▲ resolve conflict?
- ▲ show love?
- ▲ welcome others into their home?

**What are the values the family share?**

Ask the pupils to draw the symbols that would represent their own family in terms of what was in the last lesson.

Reassure children that all families are unique and every family situation is valued in its own right.



## Home-School Links

Dear Parents/Guardians,

In class we will look at different types of families. We will also look at how families get on together and how they solve problems (conflict resolution).

### You could talk about:

- ▲ How we can really listen to each other
- ▲ How listening helps us to understand each other's point of view
- ▲ How we can have different views and still get on with each other
- ▲ Who your child gets on with in the family (maybe an Aunt or Uncle)
- ▲ What makes this person special for your child.

We feel closer  
in our family  
when we take the  
time to listen to  
each other

### You might also like to chat about:

- ▲ How rows or difficult situations are handled in your family
- ▲ Other ways in which rows could be handled.

When we have  
a problem in  
our family we  
solve it by...

# 4 Keeping Safe and Healthy



## Theme 4

# Keeping Safe and Healthy

**Aim:** To provide the pupils with opportunities to develop a personal health and safety code.

### Theme Menu

#### Option 1

<b>Maths Activity:</b>	Survey Of Good Health And Safety Practices
<b>Game:</b>	Safety Boardgame
<b>Let's Talk:</b>	About Health And Safety

#### Option 2

<b>Diary Data:</b>	Healthy Habits
<b>Decisions:</b>	Healthy Choices

#### Follow-up Activities

<b>Information Lesson:</b>	Viruses, Bacteria, and AIDS
<b>Group Work:</b>	Healthy Eating Week Recipes For Good Health

## A Note On Personal Safety

RSE is an integral part of social, personal and health education (SPHE), as is education in child abuse prevention, substance 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.

Children are often faced with situations that are potentially dangerous. Their love for exploring and trying new things very often means they don't realise the safety hazards that can be present in everyday activities. Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, substances, animals, farm machinery, electricity, leisure and the child's immediate environment.

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 4 Keeping Safe and Healthy

## Option 1

<b>Maths Activity:</b>	Survey Of Good Health And Safety Practices
<b>Game:</b>	Safety Boardgame
<b>Let's Talk:</b>	About Health And Safety

## Maths Activity: Survey Of Good Health And Safety Practices

Within the class, establish the children's level of good health and safety practices by having them interview each other, by issuing questionnaires or through a show of hands. Block graphs, computer database, pie charts or pictograms could be devised to illustrate some of the data collected. Questions might be asked about:

<b>Bedtime</b>	The number of hours sleep the children get each night.
<b>Breakfast</b>	The number of children who eat cereal, toast or wholemeal bread; take a cooked breakfast; drink milk/fruit juice or eat fruit.
<b>Teeth</b>	The times children brush their teeth: in the morning, in the evening and after meals.
<b>Snacks/Drinks</b>	The number of children who have sweets, crisps or fizzy drinks daily.
<b>Fruit and Vegetables</b>	The kinds of fruit or vegetable the children eat daily.
<b>Exercise</b>	The kinds of exercise the children take each day.
<b>Television</b>	The programmes the children watch every day and/or every week.
<b>Personal Hygiene</b>	Daily washing and regular changing of clothes.

## Group Decision-Making: Good Health and Safety Practices

### Game: Safety Boardgame

#### Directions

Each child is given a copy of the safety boardgame. The potentially unsafe situations are written on pieces of paper, folded up and placed in a container. A child picks one piece of paper and hands it to the teacher who reads the safety situation to the class. Students have to think of as many safety practices that apply to that potentially unsafe situation. Examples of potentially unsafe situations are given on the following page. Children write one safety practice in each box. Have a time limit for each situation. New situations continue to be picked out until someone reaches 'home' safely by filling in all the squares. The first child home calls 'home'. Continue the game with new copies of the safety boardgame. At the end of the game have the children share the safety precautions/practices they wrote on their charts.

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 4 Keeping Safe and Healthy

## Potentially Unsafe Situations

- Sunbathing
- Storing poison
- Stranger in a car
- Silage pit
- Swimming pool
- Playing football
- Cycling
- Hiking
- Farm machinery
- Unlocked car
- Babysitting
- The kitchen
- A storm
- On the farm

## Discuss with the children:

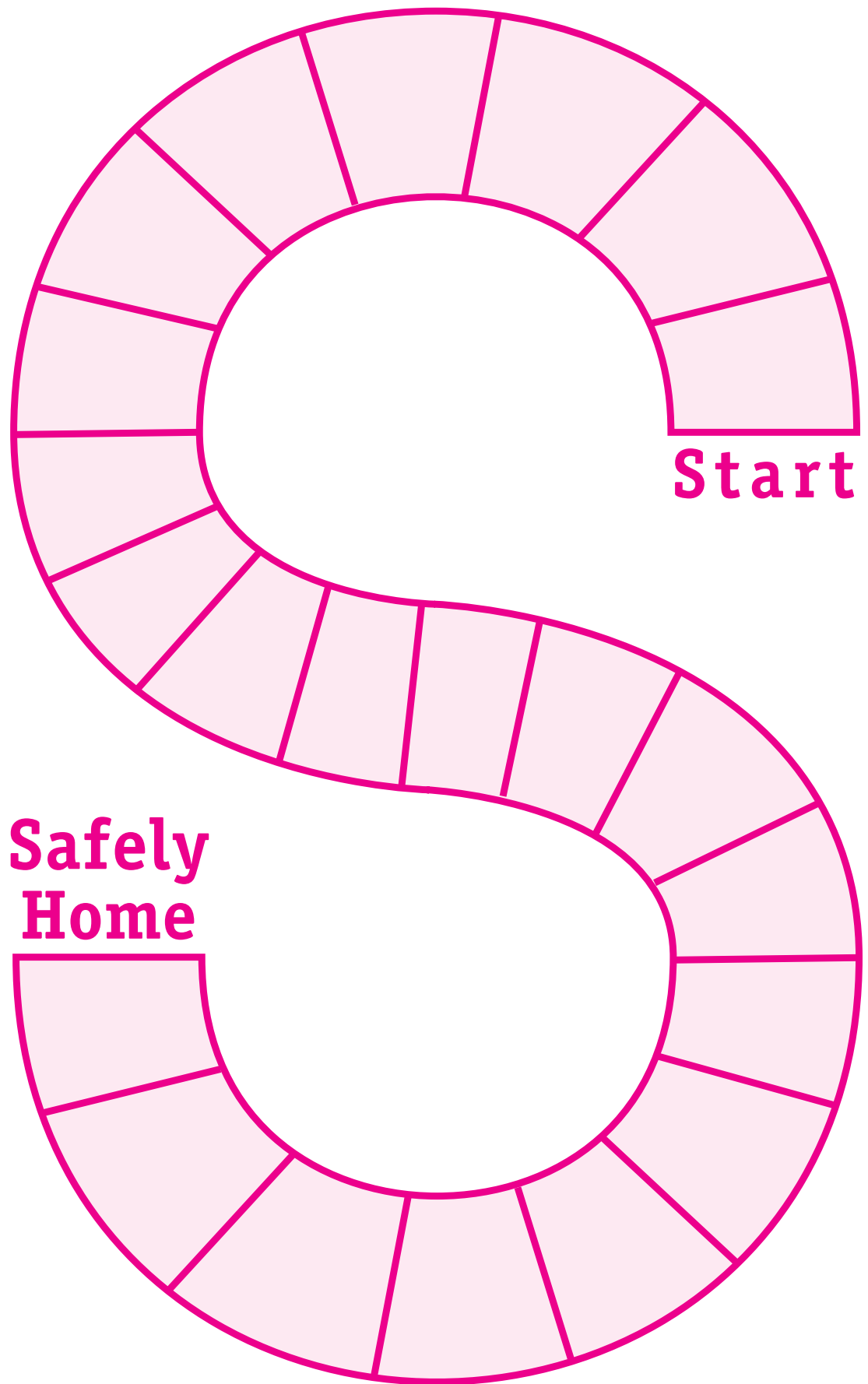
- ▲ What did you learn by playing the game?
- ▲ Were you surprised by any of the safety precautions?
- ▲ Can you think of a time recently when you may have been in one of these situations?
- ▲ What have you learned to do differently?

## Let's Talk: About Health And Safety

The following questions relate to the objective of the lesson and may be useful as aids to discussion.

- ▲ Were you surprised by anything you learned about good health and safety practices?
- ▲ Do you think you take care of your body:
  - by eating properly?
  - by getting enough sleep?
  - by getting enough exercise?
- ▲ How could you improve on this?

It may be appropriate to talk in terms of making a personal resolution for a healthy lifestyle.



# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 4 Keeping Safe and Healthy

## Option 2

<b>Diary Data:</b>	Healthy Habits
<b>Decisions:</b>	Healthy Choices

## Diary Data: Healthy Habits

Pupils are asked to keep a diary of their healthy habits for one week. The diary may be compiled using photocopied pages given out in class. One set of pages could be designed to illustrate the times spent on various activities, e.g.,

sleeping ● exercising ● watching television ● being at school  
doing homework ● relaxing ● (social activities)  
spending time with parents ● time with brothers/sisters ● being with friends

The second set of pages could illustrate the pupils' eating habits. These pages could be divided into times and meals, e.g.,

breakfast ● lunch ● dinner ● supper ● snacks

After a week of recording, pupils are invited to analyse and share their diary entries in class. This may be done in pairs, in small groups or as a whole class. The teacher may stimulate the discussion with questions such as:

- ▲ **Were you surprised by the amount of time spent on any one of the activities each day? Why? Why not?**
- ▲ **How does your diet compare with the recommended diet? A copy of the Food Pyramid may be given to each pupil.**  
(The Food Pyramid is available from The Health Promotion Department of your local Health Board.)
- ▲ **Did this comparison surprise you in any way? Why? Why not?**

Good practice is noted and promoted. As a follow-up exercise the pupils are asked to translate the data in the diary they have gathered into an illustration, e.g.,

### 1 Pie Chart Of Time Spent Weekly On Healthy Activities

### 2 Personal Pyramid Of Food Eaten This Week

Based on the analysis the pupils are asked:

**If it were possible for you to make two resolutions about changing your daily/weekly routine and your eating habits, what would they be?**

These resolutions may be entered in the diary and personally monitored during the following weeks.



# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 4 Keeping Safe and Healthy

## Decisions: Healthy Choices

### Food Menu

To encourage pupils' healthy eating habits, and to facilitate their resolutions, the class is divided into small groups each of which plans a realistic menu for one week. Reference should be made to the Food Pyramid and suitable provision made for pupils who don't eat meat, pupils who are active sports players, etc. A simple menu plan might be:

	Breakfast	Lunch	Dinner	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

### Let's Talk: **How Easy/Difficult Was It To Plan A Well Balanced Meal.**

#### Hygiene Habits

The following story may help pupils to think about their hygiene habits:

#### **He was His Friend after All**

Justin and Mike were best friends. They had been good friends all through primary school and they were going to go to the same post-primary school. However, lately, Mike had noticed that Justin's personal hygiene wasn't good. It was worst on a Friday, probably after physical education on a Thursday afternoon. Mike was really embarrassed about Justin. Other people were beginning to notice and to snigger behind his back. He had even heard one person pass a smart remark about the cost of a bar of soap. Justin had missed the meaning behind the comment. Mike didn't know what to do. Perhaps he would tell him, he was his friend after all. But how would he broach the subject? Teacher provided the ideal opportunity. The class were going to be doing something about health and hygiene the next day in school. Mike knew he would have to say something beforehand or remarks would have been directed at Justin.

On the way home from school Mike light-heartedly introduced the subject. 'Did you hear teacher say we would be doing something on health and hygiene tomorrow?' asked Mike. 'Sure I did,' replied Justin, somewhat surprised by the question. 'I find myself I have to have a couple of showers during the week as well as the weekly scrub. It was Frank (Mike's older brother) who warned me that we all get more sweaty as we get older.' Mike left the statement hanging in the air hoping he hadn't caused offence. 'You're right, I've noticed that I sweat more during games especially in the hot weather. I think I'll follow your example Mike and have more showers during the week' Justin responded. Mike was relieved he had said something. It wasn't that hard after all!

- ▲ **Do you think Mike approached the problem in the right way?**
- ▲ **Why/Why not?**
- ▲ **How would you have behaved if you were in Mike's situation?**
- ▲ **What advice would you offer a young person about good hygiene practice?**
- ▲ **Why do you think Justin has hygiene problems?**
- ▲ **Is it important to know the reason? Why? Why not?**
- ▲ **In what way would your response differ if you knew the reason?**

## Follow-up Activities

**Information Lesson:** Viruses, Bacteria, and AIDS

**Group Activity:** Healthy Eating Week  
Recipes For Good Health

## Information Lesson: Viruses, Bacteria And AIDS

### Viruses

Have you ever had chicken pox? What happened to you? How did you feel? What happened to your skin?

Chicken pox is caused by a virus. Other diseases caused by viruses include the common cold, flu, measles, mumps, small pox, hepatitis and HIV. Viruses can't live on their own. They can only survive inside living cells. Viruses are even smaller than bacteria.

### Bacteria

Have you ever had food poisoning? What happened to you? How did you feel?

Food poisoning is caused by bacteria. Bacteria can only be seen through a microscope. A different type of bacteria which lives in people's mouths cause tooth decay and gum disease. Bacteria are in the air, in the soil in the garden and in water. They are present in your stomach, nose, mouth and on your skin and hair. There are useful bacteria, which help in the production of cheese and yoghurt and a powerful medicine called penicillin. But sometimes bacteria cause disease and infections such as pneumonia, throat infections, boils and pimples.

### How are viruses and bacteria spread?

Viruses and bacteria (called microbes by the experts and germs by most people) are spread in five main ways.

#### Through The Air

Bacteria can travel through the air. A sneeze can send millions of tiny microbes travelling through the air.

#### By Body Contact

Verrucae are passed on to people in this way, ie. going barefooted in shower areas or changing rooms.

#### In Food

Often bacteria are found in cooked and uncooked food. Cooking food thoroughly destroys most harmful bacteria.

#### Animals and Insects

Pets, rats and houseflies all carry bacteria.

#### Through Water

This is more of a problem in Third World countries where many people may be dependant on water straight from a well or river. The water isn't filtered like it is here.

### How does the body defend itself?

The body has natural defences to ward off infection. Can you think what these might be? e.g., our skin acts as a barrier; cilia sweep away dust and germs; saliva in our mouths kills bacteria; stomach acids destroys bacteria in food and water.

# Resource Materials for Relationships and Sexuality Education

## Sixth Class Theme 4 Keeping Safe and Healthy

### **What other body defences are you aware of?**

Tears wash away foreign bodies, sweat maintains normal body temperature, pain tells you that there is an injury or infection and urine washes out some germs.

The body's immune system fights viruses and bacteria and protects it from the diseases they cause. The immune system comprises millions of cells of different types. Some of these kill invading germs and are called white blood cells. They are carried around the body in the blood.

Different cells kill germs by surrounding them and swallowing them up. The body also manufactures chemicals called antibodies. Both white blood cells and antibodies are carried around the body in the blood stream. This way when they come in contact with invading germs they attack and destroy them.

### **How can the body be protected?**

Some diseases, which are caused by viruses such as measles, can only be contracted once in a lifetime. The first time that measles develop, the body makes antibodies to protect against them. On recovering, the body remembers how it made the antibodies that protected against them the last time. If the virus comes back, the body makes the antibodies so quickly that they destroy the virus without the person even knowing about it. Unfortunately the viruses that cause colds and flu keep changing so the body does not recognise them and has to restart the process every time.

### **Vaccinations**

When you have a vaccination like the MMR (measles, mumps and rubella) a tiny amount of the virus is injected into your body. Your body then makes the antibodies to fight the diseases and enable you to become immune to the diseases.

Not only are measles, mumps and rubella unpleasant illnesses to have, in some cases they can have serious consequences.

In severe cases of measles children have been left blind, deaf or with some other disability. If a woman catches rubella in the first twelve weeks of pregnancy her baby's heart, eyesight or hearing may be damaged.

### **How can you stop diseases from spreading?**

Many germs are spread by contact with faeces or urine. It is very important to wash your hands properly, after you go to the toilet.

Houseflies spread disease. Food needs to be kept covered.

Pets can spread diseases. Do not let them lick your face. Give them a separate bowl to eat from. Wash your hands after playing with them. Wash your hands after emptying cat litter trays.

One of the ways that children might be vulnerable to contracting hepatitis or becoming HIV positive is through blood contact.

Germs can enter the body through cuts and scratches. Keep them covered.

'Coughs and sneezes spread diseases'. Cover your mouth when you cough and use a handkerchief when you sneeze.

### **Teacher's Note:**

The information in this lesson could be given through a video or through some of the very good illustrated books that are widely available.

## Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 4 Keeping Safe and Healthy

### AIDS

AIDS is caused by the virus HIV (Human Immuno-Deficiency Virus) which attacks the body's immune system and makes it vulnerable to various infections. People who are infected with HIV may look healthy and not even know that they are infected, but they can still pass on the virus to others.

How is the virus HIV passed to other people?

There are four proven ways in which HIV can be passed from person to person:

- 1 The passing of infected body fluids from one person to another during sexual activity or blood to blood transfer
- 2 Sharing syringes with an infected person
- 3 From an infected pregnant mother to her baby
- 4 Injection or transfusion of blood or blood products taken from an infected person.

Most countries, eg. Ireland, now screen blood so the risk of receiving a blood transfusion from an infected person has been minimised considerably.

### Group Activity: A Recipe For Good Health

Plan a healthy eating week with your class. Encourage the pupils to bring in healthy lunches.

As a co-operative activity each child could be asked to contribute to the following:

#### Simple fruit cocktail:

Each child could be asked to bring in two particular pieces of fruit: apples, pears, bananas, mandarins, grapes, etc. In groups they could dice these and cover with fruit juice. Use the opportunity to revise hygiene practices during food preparation. The pupils could then sample the fruit treat they have made.

Encourage children to experiment at home making different salads. During this week children describe their own creations to the rest of the class.

#### Alternatively, pupils could invent healthy sandwich fillings.

Sometimes the school Parents Association organises cookery demonstrations for parents and children as part of 'Healthy Eating Week'. If this is not already done maybe you might suggest the idea to the Parents Association.



## Home-School Links

Dear Parents/Guardians,

In class we will help children learn about keeping safe and healthy. We will be talking about the following topics in class and perhaps you might talk about:

- ▲ **Eating the right food**
- ▲ **Washing properly and regularly**
- ▲ **Taking exercise and getting enough sleep**
- ▲ **Reading labels of tinned or packet food and seeing foods, such as fats and sugars that you might not expect to find there**
- ▲ **How the names of sugars are hidden by the words “fructose, dextrose and glucose”**
- ▲ **How eating lots of vegetables and fruit will help you and your child to stay healthy.**

**Taking the time to eat a good breakfast helps you work well during the day.**

You might also like to chat about:

- ▲ **Safety at home – gas, electricity, etc**
- ▲ **Being careful with medicines**
- ▲ **Answering the door or phone**
- ▲ **Farm or city safety – cars, machines etc**
- ▲ **The correct use of particular substances, eg. glue**

In class we will explore viruses, bacteria, etc., how they spread and how the body fights them. We will also explain that sometimes the body cannot fight certain viruses as well as others – for example when a person has AIDS.

**You can help your child to feel safe by always listening to his/her fears and concerns**

# 5 Feelings and Emotions





Theme 5

## Feelings and Emotions

**Aim:** To enable the children express and manage feelings in an appropriate manner.

### Theme Menu

#### Option 1

<b>Let's Talk:</b>	How I Handle My Strong Feelings
<b>Matching Game/Worksheet:</b>	Feelings And Expressions

#### Option 2

<b>Game:</b>	Feelings
<b>Let's Talk:</b>	How Actions Affect Feelings
<b>Story:</b>	Same Situation — Different Feelings

#### Follow-up Activities

<b>Art Activity:</b>	A Symbol Of Our Feelings
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### A Note on Feelings and Emotions

Feelings and emotions are a very important and complex part of children's experience. The emotions that accompany children's 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 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.



# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 5 Feelings and Emotions

## Preparation Work

A few days before the lesson, ask children to begin to identify occasions when they experienced a strong emotion eg. anger. They could write a few sentences about these occasions in their diary.

### Option 1

**Let's Talk:** How I Handle My Strong Feelings

**Matching Game/Worksheet:** Feelings And Expressions

## Let's Talk: How I Handle My Strong Feelings

Children choose a partner and share each other's experiences of strong feelings, referring to what they have written in their diaries (See preparation work). After a few minutes the teacher poses the following questions:

- ▲ **Did you find it easy/difficult to name the feeling?**
- ▲ **What did you do when you had this feeling?**
- ▲ **What would you like to have done?**
- ▲ **What would have been the most appropriate thing to have done?**

In pairs again, discuss the issues raised by the class.

## Matching Game/Worksheet: Feelings and Expressions

The worksheet on How Feelings and Emotions are Expressed is given to each pupil. The pupils work in groups of three, matching each feeling with an appropriate way of expressing that feeling.

When this is done the pupils are asked to sit in a circle and each, in turn, calls out one feeling and says how it could be expressed. The list may be gone through first in the given order and then repeated systematically or by random selection. The teacher may stop the round for further discussion, information or clarification:

**1st Pupil:** When people are happy they smile

**2nd Pupil:** When people are sad they cry

**Teacher:** Do people always cry when they are sad? What else might they do?

**3rd Pupil:** continues, etc.

When the round is finished the teacher opens further discussion about expressing feelings:


### **How did you decide the best way to express each feeling?**

Children need to know that strong feelings like anger can be very healthy. It is the way in which we respond to the feelings that counts. It may also be appropriate not to express a feeling in a particular situation but to deal with it after the event.

## Worksheet

### How Feelings and Emotions are Expressed

Feeling	Expression
Happy	talk about the past
Sad	talk to someone
Frustrated	smile
Worried	get reassurance from somebody
Scared	get help tackling the problem
Anxious	cry
Peaceful	relax to release tension
Sentimental	exercise
Sorrowful	sleep/rest
Excited	go out to meet people
Nervous	talk to friend who'll cheer you up
Energetic	remain quiet
Tired	take deep breaths, you can do it
Sociable	do something you enjoy, e.g. reading
Relaxed	go somewhere you feel safe
Tense	share your feeling with a friend



## Option 2

<b>Game:</b>	Feelings
<b>Let's Talk:</b>	How Actions Affect Feelings
<b>Story:</b>	Same Situation — Different Feelings

### Game: Feelings

The class sits in a circle to play 'mix 'em up' game. The teacher invites the children to think of something someone did which hurt their feelings. Discuss with children why they shouldn't name the person who hurt their feelings and get agreement on this.

The first child starts by saying: My feelings were hurt when someone...

After each individual has spoken teacher asks did anyone else ever feel that way?

Anyone who has felt similarly nods their head.

At end of round teacher says: I can see from all the nodding that went on that all of you experienced the same feeling at some stage. That's FACT 1 about feelings:

**Everyone experiences the same feelings at one time or another**

### Let's Talk: How Actions Affect Feelings

With help from the class teacher, make a list of the actions which were mentioned and the feelings they aroused.

Put the list on the blackboard under two headings: **Action** and **Feeling**

From what we have written you can see that our feelings are affected by the actions of other people. But does it work the other way round? Do our actions affect the other person's feelings? Discuss briefly.

Teacher invites the class to think of one thing that they do which they know annoys someone else. Ask the children to think of a way they could change the offending action. Take feedback from a few volunteers. This brings us to FACT 2 about feelings.

**Our actions affect the feelings of others in different ways**

Does an action affect everyone in the same way? Discuss briefly.

You could refer to some of the actions written on the blackboard and point out that a particular action could really annoy one person and have no affect at all on another.

### Story: Same Situation — Different Feelings

#### Story:

One day the children from 6th class were eating lunch. A child leaned across the desk and accidentally spilled another child's drink. One child couldn't help laughing. Another child felt sympathetic and rushed to the sink to get a damp cloth to wipe up the mess. Another child felt anxious, afraid that the incident would lead to a fight in the yard later. The child who owned the drink was absolutely furious. The child who spilled the drink felt apologetic.

#### Question:

- ▲ Who had an appropriate/understandable feeling here?
- ▲ Did any of you ever feel a particular way about something when everyone else felt differently?
- ▲ Being aware of how others are feeling and being able to respond in an appropriate way is an important part of getting on with others.
- ▲ Why might people feel differently about the same situation?

That's brings us to FACT 3 about feelings:

**People can have different feelings about the same situation and also express them differently**

Sometimes we may deny feelings because we are embarrassed or afraid. Feelings that are denied are suppressed. It can help greatly to learn to be more aware of our feelings.

That's FACT 4 about feelings:

**It is very important to acknowledge our feelings**

#### Follow-up:

If you have chosen Option 1 invite the children to draw a poster depicting one feeling of their choice. If you have chosen Option 2, revise the 4 facts about feelings in this lesson. In groups the children are to make a relevant poster for display.

Children are invited to think of a way they could promote a positive feeling in someone else during the coming week. In pairs they discuss their ideas and remind and encourage each other over the next few days until they have carried out their plan.

## Follow-up Activities

### Art Activity:

### A Symbol Of Our Feelings

## Art Activity: A Symbol Of Our Feelings

Children may be familiar with the concept of symbols from previous lessons. If this is not the case talk to the pupils about symbols. Greeting cards are a good source for symbols of Valentines Day, Easter or birthdays. Engagement, wedding and anniversary cards would be a good source for this particular activity.

Alternatively, symbols are abundant in the environment. Symbols on our clothes give us washing instructions. Computers have their icons. There are also road signs and symbols on the dashboards of cars and other machines. Maps have keys or legends, which explain the symbols in use on them. Tourist maps in particular contain symbols, which draw attention to the tourist facilities in an area.

Discuss with the class:

### What symbols might be used to represent friendship?

Following the discussion, ask the pupils to draw a symbol that would represent friendship for them. Alternatively, you could make a batik wall hanging for display in the classroom. You will need:

- ▲ a selection of candles (the pupils could bring these in)
- ▲ facilities to melt the candles into a clear wax
- ▲ material for wall hanging
- ▲ old paint brushes (thick)
- ▲ an old iron
- ▲ bundles of newspaper
- ▲ cold water dye (follow the instructions on the packet)
- ▲ salt
- ▲ an old plastic bowl
- ▲ rubber gloves.

Ask each child in turn to draw the symbol of friendship they have designed onto the material. Melt the candles until the wax is a clear liquid. This is very hot and a source of potential danger to the pupils. Using the paintbrushes, each child works the wax mixture into shape along pencil lines of their own symbol. Work in small groups, cautioning them at all times about the risks. Let this dry. Scrunch up the material so that the wax cracks. Place the material in the dye and salt mixture (follow the instructions on the packet). Let the material dry out. Place a good thickness of newspaper on the ironing board. Place the material on top of this. Then place two or three pages of newspaper on top of the material. Iron over this. The wax will melt leaving the symbols revealed once more. Wash the material/hanging separately in a warm machine wash in order to remove pencil marks and newsprint. Add a couple of fistfuls of salt to the wash so that the dye doesn't wash out.



## Home-School Links

Dear Parents/Guardians,

In class we hope to explore feelings and how they can be expressed and managed. Being able to recognise and express feelings in appropriate ways is an important part of your child's development.

**Together with your child you could talk about:**

- ▲ What you and your child do when you feel happy, angry, sad, etc?
- ▲ When other people feel happy, angry or sad what you like and don't like about the way they show their feelings
- ▲ Whether it is better to have time to think about something before you act? Why/Why not?

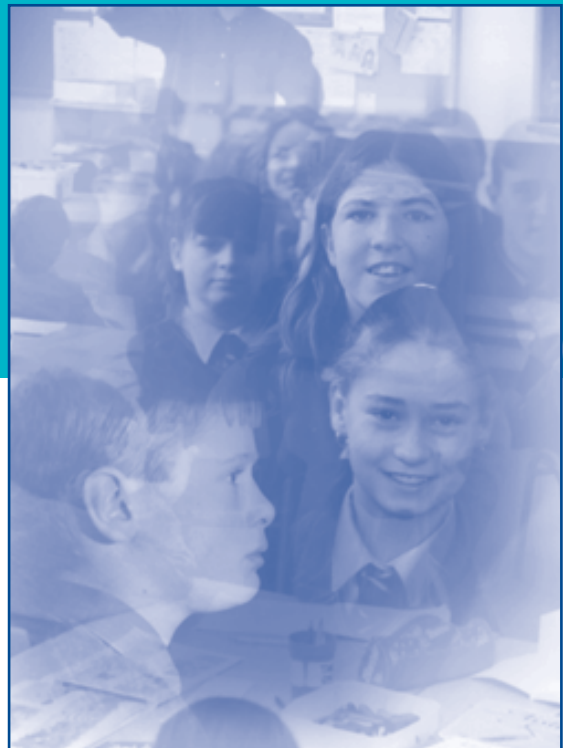
**Feelings are  
neither right or wrong.  
It is what we do with  
them that counts.**

**These are some questions you might like to ask when talking to your child about a time when your child felt hurt:**

- ▲ What happened?
- ▲ Did anyone help your child to feel better?
- ▲ Did the person who hurt your child know that they had hurt his/her feelings?
- ▲ Would it be a good idea to tell the person? Why?/Why not?
- ▲ Can your child think of when s/he might have hurt someone?
- ▲ How could s/he stop this happening again?

**When I feel  
sad I get  
support by...**

# 6 Growing and Changing





**Theme 6**

## Growing and Changing

**Aim: To provide the children with opportunities to increase awareness of the responsibilities that accompany growing up.**

### Theme Menu

#### Option 1

<b>Story:</b>	Getting Older Is Great
<b>Let's Talk:</b>	About Responsibilities
<b>Game:</b>	What Age Must I Be?

#### Option 2

<b>History Project:</b>	Childhood to Adulthood through the Ages
<b>Let's Evaluate:</b> or <b>Let's Write:</b>	Our Own Work Historical Autobiography

#### Option 3

<b>Geography Project:</b>	Responsibilities In Ireland and Other Countries
<b>Let's Evaluate:</b> or <b>Let's Write:</b>	Our Own Work Rituals To Mark The End Of Childhood

#### Option 4

<b>Research Project:</b>	Post-Primary School
<b>Let's Evaluate:</b>	Our Own Work

#### Follow-up Activities

<b>Let's Talk:</b>	About Changes
<b>Art Activity:</b>	Reach for the Stars



## **A Note on Growing and Changing**

As young people grow and change they strive for greater independence. This is a normal part of growing up. Being aware of and understanding how responsibility changes as we grow is an important part of the RSE curriculum.

In this theme children have the opportunity to examine and discuss growing and changing through the various activities and projects suggested.

Children are also provided with opportunities to research how emerging adulthood is marked in other cultures. They will also research from a historical perspective childhood to adulthood and may be surprised to discover how much/little responsibility children were given in the past.

## Option 1

<b>Story:</b>	Getting Older Is Great
<b>Let's Talk:</b>	About Responsibilities
<b>Game:</b>	What Age Must I Be?

## Story: Getting Older Is Great

'Getting older is great', thought Ross as he waited at the bus stop for the 33B. 'I really like being more independent' he continued, smiling to himself.

Ross is twelve years old. His mother, Deirdre, considers him old enough to go to his friend Shane's house on the bus on his own. She is nervous that something might happen to Ross but tells herself that this is a normal worry for a parent letting go of her children. After all, Ross is no longer a child, he is becoming a young man.

While Ross is waiting at the bus stop, two of his classmates pull up on bicycles. 'Are you coming down to the beach Ross?' they chimed together. 'Well, I was actually planning to ... oh, OK then, why not?' replied Ross. The three of them head off to the beach with Ross on the back of one of the bicycles.

Later that afternoon, Deirdre answers the phone. 'We were just wondering what's keeping Ross? Shane has been waiting in all afternoon for him', queried Shane's mother, Elaine. 'He headed off for the 2 p.m. bus and that's a couple of hours ago. He can't have missed it or he would have been back ages ago. Do you think he might have missed the stop for your place?' Deirdre said sounding very worried. 'Oh, I'm sure there's a simple explanation for it. But I'll check the route just in case. Don't panic for a while yet!' reassured Elaine.

Deirdre was indeed panicking. She couldn't sit still waiting for the phone to ring again. All the 'what ifs' flashed through her mind. Anything could have happened, she thought to herself.

The phone rang and Deirdre jumped up to answer it with an anxious Hello. 'I'm afraid I cannot see him anywhere Deirdre' began Elaine, as Deirdre heard the sound of a key in the door. It was Ross ...

Teacher uses the following questions to discuss the story with the children:

- ▲ **Why was Shane's mother so anxious?**
- ▲ **Had Deirdre cause to be concerned?**
- ▲ **What did she think had happened?**
- ▲ **What golden rule did Ross break?**  
(Agree with your parents that they know where you are going).
- ▲ **Do you think Ross acted responsibly? Why/Why not?**
- ▲ **Should Ross have to tell, or does he need to negotiate with his parents, where he is going?**

## Let's Talk: About Responsibilities

Teacher uses the following questions to brainstorm 'responsibilities' with the children:

- ▲ What does being responsible mean?
- ▲ Does responsibility change as we grow up?
- ▲ In what way?
- ▲ Why does it change?
- ▲ How can other people help us to be responsible (praise, encouragement, recognition)?
- ▲ How can we help our friends to be responsible?
- ▲ What stops us from being responsible?
- ▲ What stopped Ross from being responsible?

## Game: What Age Must I Be To?

Write each question on a card. The correct answer to each question is written beside the question. Each card is placed in a container. One child picks out a card from the container and asks the other children in turn for the correct answer. When the correct answer is given by a child s/he takes another card and asks the question written on that card. The game continues until all the cards are taken from the container and the questions answered.

### Game: What Age Must I Be To...?

- |                                     |  |
|-------------------------------------|--|
| ● Vote (18)                         | ● Stand for the Presidency (35)        |
| ● Get a part time job (15)          | ● Leave School (15)                    |
| ● Drive a car (17)                  | ● Get Married (16)                     |
| ● Fly an aeroplane (17)             | ● Join the army (17)                   |
| ● Go to adult prison (18)           | ● Buy alcohol from an off-licence (18) |
| ● Drink in the pub (18)             | ● Buy cigarettes (16)                  |
| ● Give Blood (18)                   | ● Buy a lottery ticket (18)            |
| ● Donate organs for transplant (18) | ● Babysit (14)                         |
| ● Sit on a jury (18)                | ● Drive a motorbike (16)               |
| ● Stand for local elections (18)    | ● Obtain own passport (18)             |
| ● Stand for the Dail (21)           |  |

### Conclusion

Here in Ireland in the 7 years between your 14th and your 21st birthday you are gradually given the responsibilities of adulthood.

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

## Option 2

<b>History Project:</b>	Childhood to Adulthood through the Ages
<b>Let's Evaluate:</b>	Our Own Work
<b>or</b>	
<b>Let's Write:</b>	Historical Autobiography

## History: Childhood To Adulthood Through The Ages

The teacher and class plan to undertake a project, researching children's lives in various historical periods. The overall theme shows the progress from childhood through adolescence to adulthood.

In order to avoid repetition and to obtain a chronology the teacher and class may agree to subdivide the work in terms of historical eras, e.g.; the 16th century; the 19th century; Pre-World War 1.

Each group could be encouraged to plan their approach to the work by further subdividing into areas such as research, recording, written work, illustrations, presentations, etc;

The teacher could provide examples of topics the groups may wish to develop.

### Children's lives

Life expectancy. Living conditions. Diet. Diseases. Clothing.

### Children's education

Who received an education? Social Class. Gender. Age.

### Children and work

Employment at home. Employment in Factories. Agricultural Work.  
Employment Laws? Preparation for work/trade. Apprenticeships.

### Children and play

Games. Books. Toys. Festivals.

### Life Transitions

Adolescence. Preparation for marriage. Arranged marriages. Transitions marked within various cultural and religious traditions.

## Let's Evaluate: Our Own Work

### Project Evaluation

It might be useful for the child to evaluate his/her own work. In that way the child might have a better understanding of the teacher's evaluation. Enabling the child to learn to make a realistic evaluation of their own work is a valuable experience in itself. The following criteria could be used:

- |          |  |                        |
|----------|--|------------------------|
| <b>1</b> | <b>Content</b>   | <b>Score out of 20</b> |
|          | Were topics clearly defined and explained?<br>Was enough information provided to give a clear picture of a child's life in your chosen period?                                       |                        |
| <b>2</b> | <b>Originality</b>   | <b>Score out of 20</b> |
|          | Is the project in your own words or does the information sound as if it came directly out of the book(s) you used for research?  |                        |
| <b>3</b> | <b>Presentation</b>  | <b>Score out of 20</b> |
|          | Did you write using your finest handwriting?<br>Was your work well spaced?<br>Was it overcrowded?<br>The cover of your project was very important, did yours make a good impression? |                        |
| <b>4</b> | <b>Illustrations</b>   | <b>Score out of 20</b> |
|          | Did you use pictures, drawings or photographs to good effect?  |                        |
| <b>5</b> | <b>Accuracy</b>  | <b>Score out of 20</b> |
|          | Were your facts correct or did you rewrite history?<br>Did you remember full stops and capital letters when they were needed?<br>Were your spellings correct?                        |                        |
|          | <b>Total Score</b>   | <b>Out of 100</b>      |

Teacher can use the following questions to discuss the project work with the children:

- ▲ **Did you enjoy the work?**
- ▲ **If you were asked to do another project would you approach it differently?**
- ▲ **What aspects of your research proved most difficult to complete?**
- ▲ **What information surprised you?**

**Teacher's Note:** It is important to follow up how the children evaluated their work, particularly those who may have marked themselves too severely.

## Let's Write: Historical Autobiography

Children write an autobiography of an 11 or 12 year old at a given time in history, e.g.

- ▲ **My name is George. I am 12 years old. I was born in 1900.**
- ▲ **My name is Charlotte. I am 12 years old. I was born in 1800.**
- ▲ **My name is Jonathan. I am 12 years old. I was born in 1500 etc.**

Dates could be chosen to coincide with topic the children might already be studying in history. Children could read the autobiographies to the class and answer questions on them or the autobiographies could be passed around the class.

## Option 3

<b>Geography Project:</b>	Responsibilities In Ireland And Other Countries
<b>Let's Evaluate:</b> or <b>Let's Write:</b>	Our Own Work Rituals To Mark The End Of Childhood

## Geography Project: Responsibilities In Ireland And Other Countries

The teacher and class can plan a project, comparing and depicting how children are treated in other cultures.

The Project Plan will determine how the work is to be undertaken:

**Compare and contrast how young people assume responsibilities in Ireland and other countries, between the ages of fourteen and twenty-one.**

The teacher could provide examples of topics the groups may wish to develop:

- ▲ **Voting Rights**
- ▲ **Candidate for election to Government/Presidency**
- ▲ **Eligibility at eighteen, eg, be a blood donor**
- ▲ **Licence to drive/fly**
- ▲ **Employment.**

A topic may be apportioned to individuals and/or groups of pupils, based on chosen countries;

Topics may be subdivided into task areas which are then assigned to individuals and/or groups, e.g., research, recording, written work, illustrations, presentation, etc.;

There may be free choice with each pupil or group of pupils undertaking an area or aspect that appeals to them.

## Let's Evaluate: Our Own Work

The criteria given on page 189 could be used for this project.

## Let's Write: Rituals To Mark The End Of Childhood

### End of Childhood

In other cultures, young people are regarded as adults in their early teens. A child is often regarded by his/her society as an adult instantly after a special ceremony and ritual.

The aboriginals of New South Wales, Australia, give their young men a new name to symbolise this dramatic change from boy to man. Even more dramatically one of the boy's teeth is also knocked out in the ceremony. The tribe believes a spirit kills the boy and brings him back to life as a man and knocks out his tooth in the process.

What rituals symbolise the end of childhood in your culture? eg. Confirmation, Bar-Mitzvah (boys), Bat-Mitzvah (girls).

## Option 4

**Research Project:** Post-Primary School

**Let's Evaluate:** Our Own Work

## Research Project: Post-Primary School

Capitalise on the pupils' interest in the new post-primary school they will be attending in September. Ask them to do a project on it. Present pupils of the school might be a good source of information. Sometimes a member of the teaching staff of a post-primary school liaises with the primary schools in the catchment area. S/he might be invited to visit the primary school and help with the answers. A tour of the school may also be an option.

You could devise a Project Contract like the one that follows. Undertaking to complete a contract is a responsibility. Providing a contract helps the pupils with a practical opportunity to assume a responsibility. The completion of the contract is rewarding for the child.

### Project Contract

- 1 I will do a project about \_\_\_\_\_
- 2 I will use some of the following for my research: books from the local library, from school and from home together with magazines, newspapers and brochures.
- 3 When I have gathered information on my topic, I will share it with my teacher and classmates by writing and illustrating a 'book' on the subject, which I will read to the class.
- 4 I will choose five special words I find during my research, list them and their meanings and learn how to spell them.
- 5 I will write five questions about my project for the class to answer.
- 6 When I have finished my project, I will fill in the evaluation sheet, and say what I did well and what I could improve on.

My name: \_\_\_\_\_

Date of Contract: \_\_\_\_\_

Date Project will be completed: \_\_\_\_\_

Teacher's initials: \_\_\_\_\_



# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

The teacher's guidelines for the project on a post-primary school might be as follows:

**A project. Research the post-primary school of your choice.**

## General information

Name of the school \_\_\_\_\_

Why is it called this? \_\_\_\_\_

Address of the school \_\_\_\_\_

Draw a map of the locality and mark in the school. Find out the following information:

- ▲ What will be most people's route and mode of transport to school?
- ▲ What will yours be?
- ▲ The number of students in school?
- ▲ Numbers of students in classes?
- ▲ Number of teachers?
- ▲ Is it a girls' school, a boys' school or co-educational?

## Timetable

- ▲ What time does school start in the morning?
- ▲ When is lunch-time? How long is lunch-time?
- ▲ How do most people spend lunch-time?
- ▲ What time does school finish in the afternoon?

## Personnel

- ▲ What is the Principal's name?
- ▲ Who is the Deputy Principal?
- ▲ Who is the First Year head?
- ▲ What other personnel will new pupils meet (secretary, caretaker, etc.) ?

## Subjects/School Activities

- ▲ What subjects are taught?
- ▲ Which of these will be new subjects to most pupils?
- ▲ What subjects are taught after school?
- ▲ How many people out of your class will be going to this school?
- ▲ Has the school E-mail/Website?
- ▲ Has the school a computer room?
- ▲ What sports facilities has the school? What games are played after school?
- ▲ Has the school a choir/orchestra?
- ▲ Is there a student council?

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

## Others

- ▲ What were your reasons for choosing this school?
- ▲ Is there a uniform? Could you describe or draw it?
- ▲ Does the school have a crest or motto? If so, what is it and what does it mean?
- ▲ What opinion do the pupils in your class have about the uniform?
- ▲ Is there a school shop? What does it sell?
- ▲ Is there a Parents Association?
- ▲ Does this school have a history?
- ▲ Is it famous for anything? Does it have any famous past pupils?

When the projects are complete teacher discusses their new post-primary school with the children and the following questions may be useful:

- ▲ Find out how the pupils are feeling in advance of the move.
- ▲ Are they excited, apprehensive or nervous? Why?
- ▲ How will this school be different to primary school?
- ▲ What will be the advantages over primary school?
- ▲ Will there be any disadvantages?

## Let's Evaluate: Our Own Work

It might be useful for the child to evaluate his/her own work. In that way the child might have a better understanding of the teacher's evaluation. Enabling the child to learn to make a realistic evaluation of their own work is a valuable experience in itself. The following criteria could be used:

### 1 Content

Score out of 20

- Is there evidence of enough research done? (Were teacher's guidelines followed?)
- Did you use your own initiative?
- Did you answer the following questions?
- Name of the school? A reason it is called this? What is the school address?
- Did you draw a map of the locality and mark the school on it?
- Did you find out people's route to school and the way they will travel?
- How many are in the school and what are the approximate numbers in classes?
- How many teachers are there?
- Is it a girls' school, a boys' school or co-educational?
- Do you know the time school starts and finishes?
- What time and length is lunch-break?
- What is the principal's name? Vice principal? First year head?
- Is there a school secretary or caretaker? What are their names?
- What subjects are taught? Which of these will be new subjects to most pupils?
- What subjects are taught after school? games? drama?
- How many of your class mates are also going to this school?
- What are your reasons for going to this school?
- Is there a uniform? Did you describe or draw it?
- What opinion do the class have of the uniform?
- Is there a school shop? What does it sell?
- How are the class feeling about their new school?
- How will this school be different to primary school?
- What are the advantages and disadvantages of post-primary school?
- Does this school have a history?

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

Is it famous for anything? Does it have any famous past pupils?

## 2 Originality

Score out of 20

Is the project in your own words or does the information sound as if it came directly out of the book(s) you used for research?

## 3 Presentation

Score out of 20

Did you use your finest handwriting?  
Was your work well spaced? Or was it overcrowded?  
The cover of your project was very important. Did yours make a good first impression?

## 4 Illustrations

Score out of 20

Did you use pictures, drawings or photographs to good effect?

## 5 Accuracy

Score out of 20

Were your facts correct or did you rewrite history?  
Did you remember full stops and capital letters when they were needed?  
Were your spellings correct?

**Total Score**

**Out of 100**

## Let's Talk

Thank those who participated in the research

- Did you enjoy the work?
- What did you learn from your research?
- If you were asked to do another project would you approach it differently?
- What aspects of your research proved most difficult to complete?
- What information surprised you?

## Follow-up Activities

**Let's Talk:** About Changes

**Art Activity:** Reach for the Stars

### Let's Talk: About Changes

In line with the objective of the lesson the teacher could develop the theme of growing and changing with questions such as:

- ▲ **How do you feel about growing up?**
- ▲ **What do you think the responsibilities of adulthood are?**
- ▲ **What do you think the responsibilities of adulthood are that are inappropriate for someone your age?**
- ▲ **What can you do now that will help you with the responsibilities of adulthood?**
- ▲ **What skills might you learn?**
- ▲ **Who will be able to help you?**

### Art Activity: Reach For The Stars

Ask the pupils to draw a picture using the theme "Reach for the Stars". Ask them to fill in the start with the following:

- ▲ **My hopes for my future**
- ▲ **My hopes for my relationships with family**
- ▲ **My hopes for my relationships with friends**
- ▲ **Personal goals**
- ▲ **Short term ambitions**
- ▲ **Long term ambitions.**

Alternatively, ask the pupils to draw a picture on a similar theme and to fill in the hopes for the future as above.



## Home-School Links

Dear Parents/Guardians,

In class we will be discussing the responsibilities that come with growing up.

Sometimes children like to talk to an elderly relative about what life was like for them growing up.

You can follow up the work being done in school by suggesting your child talks with an older person about what life was like when s/he was young.

### Questions they might like to ask could include:

- What has changed/what hasn't changed for a 12 year old?
- What were the responsibilities inside and outside home?
- Did s/he have to mind younger brothers/sisters?
- What kind of work did s/he do?
- What kind of play did s/he take part in?
- What kind of holiday did s/he have in the summer?

Older people have wisdom and life experience to share with children

You might suggest to your child that s/he would keep a copy of the interview and give a copy to the older person too.

### You might also like to chat about:

- Responsibility
- When it is easy to be responsible and when it is difficult.

Children blossom when they are given responsibility for different things.

# Relationships and New Life



Theme 7

## Relationships and New Life

- Aims:**
- 1 To revise the changes that take place during puberty.
  - 2 To revise the beginning of new life, conception and pregnancy and to explore its impact on a family.

### Theme Menu

<b>Introduction</b>	<b>General Revision:</b>	Human Anatomy Puberty Reproduction
<b>Option 1</b>	<b>Information Lesson:</b>	Relationships And A Context For New Life
<b>Option 2</b>	<b>Story:</b>	It Could Be Any Day Now...
	<b>Worksheet:</b>	Looking After A Baby's Needs
<b>Follow-up Activities</b>	<b>Writing Activity:</b>	Thinking And Talking About Love

### A Note On Relationships And New Life

The approaches that follow are suggestions only. The school's RSE Policy will indicate which activities are most appropriate. Teachers may feel more comfortable about teaching these materials, and more confident about answering the questions the children may ask, if they do some background reading first. The school policy may include strategies for dealing with children's questions.

## Teacher's Note

In teaching the following lesson teachers need to be aware of the following issues: Although the content of the lesson on puberty is closely based on the NCCA Curriculum and Guidelines for 5th/6th class, your own school policy will dictate how you teach it, e.g.

- ▲ **Small group or whole class?**
- ▲ **Boys and girls together or single sex groups?**
- ▲ **Some of the information in the lesson in 5th class and some in 6th class?**
- ▲ **Does each group get exactly the same information?**

Although it is essential that each child be given information on both sexes, a school might decide to give more information on menstruation to girls in 5th class, than to boys.

- ▲ **How will questions be taken?**
- ▲ **What answers will you give?**

It is a good idea to anticipate as many questions as possible and have your answers prepared. You may also need to acknowledge to your class that you may not be able to answer all their questions at this time.

## Resource Materials

There are many books and videos available in public libraries and bookshops and you may find these useful. The following list may help:

- 1 Girlfacts/Boyfacts: Editor Aidan Herron: *Poolbeg Press, Dublin, 1997*
- 2 Revised Ready, Steady, Grow: Angela MacNamara: *Veritas, Dublin, 1996*
- 3 Girls Talking: Lucienne Pickering: *Geoffrey Chapman, London, 1992*
- 4 Boys Talking: Lucienne Pickering: *Geoffrey Chapman, London, 1992*



# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 7 Relationships and New Life

## Introduction

### General Revision:

Human Anatomy  
Puberty  
Reproduction

You might like to go over some of the issues that were raised when Anatomy, Puberty and Reproduction were covered in 5th class. Children may remember a lot of this but may need reminding about some of the information and its context.

Below is an example of a worksheet that can be used as part of the revision of puberty. Discuss whether or not these changes usually occur, and whether these changes occur in boys, girls or both.

	Yes or No	Happens to
Hormone activity increases, bringing about body changes		
Changes in height and weight		
Voice deepens		
Hips widen		
Breasts develop		
Sweat glands are more active		
Shoulders widen		
The reproductive organs begin to function		
'Wet dreams'/nocturnal emissions are common		
Menstruation begins		
Changes in mood take place more often		
Girls and boys are less interested in each other		
There is usually an increased feeling of independence		
Interests and friendships change		
Body hair grows		

## Option 1

### Information Lesson:

Relationships And A Context For New Life

## Information Lesson: Relationships And A Context For New Life

### Teacher Information

The reality of life in our changing world is that families are made up in a variety of ways. However, all are families regardless of how well they fit the traditional idea of what it takes to be a family. In dealing with relationships and the context for new life the teacher will need to be sensitive to the individual circumstances of the children they are teaching.

### Introduction: Different Kinds Of Love

You have learned about the different kinds of love and we have talked about the way different kinds of love are shown.

### The love that babies receive

Newborn babies receive a lot of love. When people meet parents with a new baby they often ask to hold the baby. Sometimes they use baby-talk to show them affection and they cuddle them. The newborn baby hasn't learned how to return this love yet. But babies learn, as they are learning so many other things, to show love. They learn to love other people and to show this love in the same way as other people love them and show this love for them.

### The baby learns to return love

Parents get a great thrill when they see their love returned by their baby - when baby smiles for the first time or holds out his/her arms to be lifted. Other important milestones are the day the baby calls their names or learns to say 'I love you.'

### Your experience of being loved and loving in return

You know how much you love the people you care about and how happy you are when you see them. You show them this love in many ways and this love is returned. People who love you might have a special name for you. They have time for you and time to listen to you.

### Friendship

As you go through childhood the friendships you experience go through various stages of change and development. When you were younger you may have had a best friend. S/he may have been someone in your class, a neighbour, a cousin or a family friend. This friend may have been the same sex as you. You probably spent a lot of time with each other playing games, sharing toys, visiting each others' houses, etc.

As you grow and mature you learn to maintain a number of different friendships. These may develop from common interests such as a sport, a hobby or a club. Before this, most of your friends were the same sex as you but now you will begin to relate more to boys and girls as friends. Many boys and girls form mixed groups of friends and they pursue interests which are common to them all such as sport, films or music. Boys and girls, as they grow into young men and women, learn to understand each other better and to communicate with each other about things that are important to them. You may have older brothers or sisters or you may know somebody who has a special girlfriend or boyfriend. They like to spend time together. In this way they learn more about each other. By talking and listening they will learn a lot about each other. Just like in earlier friendships there may be disagreements too. By now young people have learned a lot about the ways to resolve these problems.

# Resource Materials for Relationships and Sexuality Education

## Sixth Class Theme 7 Relationships and New Life

### **A stable committed relationship**

Two adults may have developed a friendship and love for each other that they want to spend the rest of their lives together. They share everything with each other, including their hopes and fears, their ambitions, the good things that happen to them and the things that upset them. The more they love each other the more loving they are towards each other. They express their love for one another by doing ordinary, routine things, like helping each other out with small chores and also in very big hearted and unselfish ways. (Ask the pupils for some suggestions). They are partners and they support each other. They help each other celebrate when good things happen and comfort each other when life is difficult. They share with one another. They enjoy being close to one another.

### **Becoming a Parent**

Becoming a parent is perhaps the most responsible job that an adult can do in life and it is essential that a lot of thought and preparation is given to it in advance. For this reason, children who have come through puberty must be taught that while they may be physically able to have a baby, they are not ready emotionally or socially to take on this task.

Parents/guardians will ensure that their own religious and moral values will be central to what they teach at home. In the RSE programme in school, conception and birth is taught in the context of a loving, stable and committed relationship where new life is respected, valued and cherished. Each school will ensure that teaching about human reproduction and new life will be informed by its religious and moral ethos.

### **Conception**

The most intimate expression of love is when a man and woman express their love for one another physically in sexual intercourse. During sexual intercourse the man and woman become physically close to one another and the man's penis enters the woman's vagina. This is a special experience for the man and woman and ideally happens in the context of a committed loving relationship as in marriage.

Every month a woman produces an ovum or egg in one of her ovaries. About midway in a woman's menstrual cycle, the ovum is released from the ovary and travels along the fallopian tube. There are two fallopian tubes connecting the ovaries to the womb. If the ovum is fertilised by the woman having sexual intercourse during this time, conception can take place. The fertilised egg makes its way to the womb and embeds itself in the soft lining where the growth of a baby begins. The woman's periods stop for the duration of the pregnancy. If conception does not take place, the ovum is shed from the body during the woman's period.

### **Round: One thing I learned was:**

Encourage the children to say one thing they learned in class and to think of an aspect of the lesson which was not mentioned by other pupils.

## Option 2

<b>Story:</b>	It Could Be Any Day Now...
<b>Worksheet:</b>	Looking After A Baby's Needs

### Story: It Could Be Any Day Now ...

Jason was awake early. It was still dark outside. He listened for his parents to see if they were still there and that nothing had happened during the night. It could be any day now, his Mum had told him. He had made her promise she would wake him, even if it was in the middle of the night. His Nan would come over while his Mum and Dad went to the hospital. He was going to have a baby sister or brother soon.

Jason's Mum and Dad had warned him that a baby would bring big changes to all their lives. In the beginning the baby might cry and would wake for food in the middle of the night. Jason felt that it didn't matter. The baby was going to sleep in their room for a while and then s/he could share Jason's room.

Jason fell asleep again. His father shook him and he woke up 'Jason, your Nan's here. Your Mum and I are going to the hospital. The baby is coming.' 'Is mum OK?' Jason asked, concerned for his Mum. 'Yes. But we need to go to the hospital as soon as possible. Don't forget it could be a while before there is any news.' His father didn't want Jason to worry.

Jason wanted to stay at home rather than go to school but Jason's Nan insisted he went saying 'It'll keep your mind busy and besides there might be no news for hours.' He agreed in the end. He told all his friends in school that his Mum had gone to the hospital to have the baby. His teacher heard the news and they all said a special prayer for Jason's mother and the new baby.

Jason ran all the way home from school. 'Perfect timing,' said his Nan as she opened the door for him. 'You're Dad's on the phone.' Jason took the phone from her, wasting no time asking questions. 'Jason, is that you?' his Dad's voice asked from the other end of the phone. 'Yes Dad. Has the baby been born yet?' Jason asked. 'You have a gorgeous baby sister, Jason,' his Dad replied. 'Is Mum OK?' 'She's tired, but fine. I'll be home at tea time and you can come with me tonight to see your Mum and your new sister.'

The teacher discusses the story with the children asking questions such as:

- ▲ **Why did Jason wake early?**
- ▲ **Why could Jason not go to the hospital with his parents when the baby was coming?**
- ▲ **Why did the baby have to stay in the parents' bedroom for a while after coming home?**
- ▲ **How did Jason and his parents know the baby was coming?**
- ▲ **How did the baby begin?**  
(Teachers may find it helpful to impart this sensitive information using a video. This can be a very effective method. See notes on page 19 on the use of a video. It is worth emphasising that an appropriate section from a video can be more effective than viewing an entire video).
- ▲ **Why did Jason's grandmother insist he went to school?**
- ▲ **Why do you think his Mum was tired after the baby was born?**
- ▲ **What were his feelings when he was told he had a baby sister?**
- ▲ **How might you feel on hearing similar news?**

## Option 2: Worksheet

### Worksheet: Looking After A Baby's Needs

- 1 Ask the pupils to list the people who support them in the different areas of their lives.
- 2 Who are the people who support a newborn baby in all of the areas mentioned above?
- 3 Ask the pupils to discuss reasons why a parent might need support when caring for a new born baby.

Physical Needs	Psychological/ Emotional Needs	Social Needs	Spiritual Needs
<b>e.g.</b> food, warmth, shelter, clothing.	<b>e.g.</b> love, understanding, comfort, reassurance.	<b>e.g.</b> conversation, companionship, belonging to a group.	<b>e.g.</b> care of soul and spirit.

## Follow-up Activities

### Writing Activity:

### Thinking And Talking About Love

## Thinking And Talking About Love

Each child is given an A4 page divided (folded) in 4. Teacher asks children to think of their immediate family.

Teacher then asks:

- ▲ Name one person in your family who loves you.
- ▲ Write their name in the top fold (section)
- ▲ Section 2 - How does s/he show s/he loves you?
- ▲ Write in second section.
- ▲ How do you show your love for him/her.
- ▲ Write in 3rd section.
- ▲ Section 4. Based on what you have written finish this sentence.  
Love is ...



## Home-School Links

Dear Parents/Guardians

In class we will revise the changes that take place during puberty. We will help children look at new life and conception. You may already have talked about this to your child but it is always helpful to talk about it again.

The children will be reading the following story in school and you might like to read it with your child and chat about it.

You could chat about the responsibilities a new baby brings; the worries/frustrations as well as the joys.

### **It Could Be Any Day Now ...**

Jason was awake early. It was still dark outside. He listened for his parents to see if they were still there and that nothing had happened during the night. It could be any day now, his Mum had told him. He had made her promise she would wake him, even if it was in the middle of the night. His Nan would come over while his Mum and Dad went to the hospital. He was going to have a baby sister or brother soon.

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**When we celebrate  
puberty we are telling  
children that it is an  
important change in  
their lives**

# 8 A Baby is a Miracle







## A Baby is a Miracle

- Aim: 1** To provide the pupils with opportunities to appreciate the miracle that is new life.
- 2** To revise the development of the baby in the womb and to consider the changes a baby brings to the lives of his/her parents.

General Information		Theme Menu	
	<b>Teacher's Note:</b>		
	<b>Pupil/Teacher Information:</b>	A Baby Is A Miracle	
	<b>Advance Preparation:</b>	Bonny Babies	
Option 1			
	<b>Poem:</b>	A Baby Is A Miracle	
	<b>Let's Talk:</b>	Changes A Baby Brings To Parent(s)	
	<b>Let's go shopping:</b>	Babies' Expenses	
Option 2			
	<b>Visit:</b>	From Parent(s) And Baby	
	<b>Let's Talk:</b>	About Caring For New Life	
Follow-up Activities			
	<b>A Story:</b>	About Babies	
	<b>Writing Activity:</b>	A Class Poem	

### A Note On New Life

Children have many experiences of new life. These may include 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 educating children to understand new life and how it comes about, teachers are encouraging them not to take these daily miracles for granted but to respect, value and cherish new life.

## General Information

**Teacher's Note:**

**Pupil/Teacher Information:** A Baby Is A Miracle

**Advance Preparation:** Bonny Babies

## Teacher's Note:

The information in this lesson should be simple and appropriate to the agreed policy on RSE in the school and the pupil's developmental level. A lot of it is revision. Once again the teacher has the opportunity to discuss the nature of the relationship between parents and the responsibilities of both parents. Parents will already have received the RSE Notes for parents of fifth and sixth class pupils.

## Pupil/Teacher Information:

## A Baby Is A Miracle

### Introduction: Reflexes at Birth

Compared to most of the world of nature, human babies grow very slowly. Most other mammals can stand and run within minutes of being born. Human babies take a lot longer.

We talk about the 'instincts' members of the animal kingdom have, such as the instinct birds have to build nests and the instinct most animal parents have to care for their young.

Though babies may seem to be helpless when they are born, they have a strong instinct for survival. Very quickly they learn the power of crying and how parents will react to them and notice them when they cry. The newborn's instinct to suck is essential for feeding and so for survival. Another important ability they have is called the 'rooting reflex'. This helps with feeding too. When their cheeks are touched at the corner of their mouths, they turn in that direction and try to suck the finger. In this way they find their mother's nipple or the teat of a bottle. They can swallow which is also necessary for feeding.

Newborn babies blink and cough or sneeze if their eyes, nose or throat are irritated. If startled they fling their arms open bringing them together then as if in a hug. They sense they are in danger and are trying to grab on to something.

Newborn babies clasp things with their tiny fingers. Slip your little finger into their hands and they will clutch it tightly. Though they cannot grip with their toes, if you tickle the edge of their feet their toes curl. The medical staff in hospitals check these reflexes to make sure a new baby's nervous system is working properly.

Newborn babies held under the arms and coaxed to stand upright with their feet touching the ground will press down their feet, straighten their bodies and make a forward reflex 'walking' movement. This is an instinct they quickly lose though whether through lack of practice or need, we do not know.

Even before birth the baby is capable of strong movements.

# Resource Materials for Relationships and Sexuality Education

## Sixth Class Theme 8 A Baby is a Miracle

### Development in the womb

In just nine months a tiny, round fertilised ovum has changed greatly to become the newborn baby. When only a month old, and only 2mm long in total, the baby's heart had started to beat. Can you show 2mm on your ruler?

At two months the baby is the size of an adult's thumb nail, the size of a 10p piece. The baby's hands and feet have already started to grow and without the mother knowing it, (the baby is so tiny the movement can't be felt) the baby begins to move about kicking gently.

Only three months since conception and though the baby's eyes are not open yet, they are very active, moving their arms and legs around, stretching and kicking, curling their toes, making fists, frowning and making faces. Babies in the womb use these exercises to help their muscles grow strong.

At four months the baby is approximately 16cm long and would fit into a teacup. Can you find 16cm on your ruler? Though very small, the baby is completely formed. All the important parts of the body have grown. The baby even has fingerprints.

At five months a baby is approximately 25cm long and can fit into the palm of a grown up's hand. Now the mother can feel the baby moving. At this stage she might tell you this felt like the flutter of a butterfly or little fish zigzagging inside her.

When the baby is six months s/he can hear his/her mother's heart beating, voices, music and other sounds. The baby spends some of the time awake and the rest of it asleep. During the baby's waking s/he is kept busy testing those reflexes that will be so important for survival after birth. They practise sucking. Some babies find their thumbs and like to suck them even before they are born. As well as kicking, they practise grasping with their fingers and toes. By now the baby's mother is very aware of the moving and stretching her baby is doing. With all the kicking, sometimes she feels Junior must be a football player in the Premier League! And yet it is very reassuring for the mother to feel all this movement. It reassures her that her baby is healthy and active.

As the baby's birth day comes near the baby has grown so much s/he has less room to move around in his or her mother's womb. Now the baby practises breathing. There is no air in the womb, only liquid. Sometimes the baby swallows the liquid and this causes hiccups. The baby's mother may feel the baby burping and wonder what is going on. In the nine months before babies are born, they do a lot of changing and growing.

When the baby is ready to be born s/he leaves the mother's womb through the vagina. The love between the baby's mother and father has resulted in the miracle of a new life. The birth of the baby will bring with it great changes in the lives of the parents.

### Class Discussion: Development in the Womb

- ▲ How much of this information did you know already?
- ▲ Are there any areas that you are still unclear about?
- ▲ What changes do you think the new baby will bring to the parents?

### Advance Preparation: Bonny Babies

To prepare for the lesson a week or so before doing this lesson teacher invites children to bring in photos of themselves as babies. These photographs are displayed on charts in the classroom under the heading 'Bonny Babies'.

Option 1

<b>Poem:</b>	A Baby Is A Miracle
<b>Let's Talk:</b>	Changes A Baby Brings To Parent(s)
<b>Let's Go Shopping:</b>	Babies' Expenses

**Poem: A Baby Is A Miracle**

A baby is a miracle  
for all the world to see,  
a bundle of joy and happiness  
who will grow up just like you and me.  
Held inside her mother's womb  
a warm, dark, cosy place,  
brought into the world  
screaming, scared and very red in the face.  
Ten fingers, ten toes,  
eyes, ears, mouth and nose,  
a new human being  
without any clothes!  
It's awesome, it's magic  
the gift of life we can see,  
with loads of love and nurturing  
she is helped become all that she can be.

**By Helena Browner.**

The teacher invites the pupils to discuss with those sitting beside them their reactions to the poem and their thoughts about babies:

- ▲ **Why do you think this poem describes a baby as being a miracle?**
- ▲ **Why do you think most babies cry when they come into the world?**
- ▲ **What do you think is so special about babies?**
- ▲ **Do you have any stories your parent(s)/guardian(s) told you, about when you were a baby? (option to share)**

Children in groups of four devise a timetable of a typical day in the life of a mother following the birth of a baby.

**Let's Talk: Changes a Baby Brings to Parents.**

On the blackboard, teacher with the class, draws up a timetable of a typical day in the life of a woman before a baby arrives. Teacher can be guided by the timetable on page 214. In groups of four or five ask the children to devise a timetable showing a typical day in the life of a mother following the birth of a baby. When the work is completed discuss the difference in the mother's day before and after the new baby's arrival. The schedule may be used as a checklist when processing the work done by the children.

## Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 8 A Baby is a Miracle

The following questions may be useful in leading the discussion:

- ▲ How much free time had the mother before baby was born?
- ▲ How much free time had the mother after the baby was born?
- ▲ Why does she go to bed so early after the baby goes asleep?
- ▲ Looking after baby is a full time job. Agree/disagree? Give reasons.
- ▲ What things did she have to give up when the baby was born?
- ▲ What is better in her life after the baby's birth?

*For teacher use only*

### Suggestion for a Typical Day in the Life of a Parent Before Pregnancy and After Baby Arrives

#### Before Pregnancy

<b>7:30am</b> Wake up. Shower. Eat breakfast.	<b>8:00am</b> Prepare breakfast for family.	<b>9:00am</b> Leave children at school.	<b>11.00am</b> Do shopping.	
<b>1:00pm</b> Have lunch.	<b>2:00pm</b> Collect children from school.	<b>4:00pm</b> Help with homework.	<b>5.30pm</b> Prepare dinner.	<b>7.30</b> Read to children.
<b>8.00pm</b> Read a book/ watch T.V.	<b>11.00pm</b> Go to bed.			

#### After the Baby Arrives

<b>4:00am</b> First feed. Wind, change baby.	<b>5:00am</b> Put baby back to sleep. Cup of tea.	<b>7:00am</b> Sleep.	<b>8:00am</b> Second feed. Wind, change baby.	<b>9:00am</b> Baby back to sleep. Shower. Breakfast.
<b>9:30am</b> Wash up, put in laundry. Sterilise baby equipment.	<b>11:00am</b> Baby awake and crying with colic. Wind & comfort. Cup of tea.	<b>12:00pm</b> Third feed. Wind, change baby. Colic is worse Go for a walk to settle baby.	<b>2:00pm</b> Collect children from school. Return home. Baby asleep. Eat a quick lunch and rest.	<b>4:00pm</b> Fourth feed. Wind, change, play with baby. Help with homework.
<b>5:00pm</b> Begin cooking dinner. General tidy-up.	<b>6:00pm</b> Partner home, plays with baby.	<b>7:30pm</b> Bath baby.	<b>8:00pm</b> Fifth feed. Wind, change baby.	<b>8:30pm</b> Baby asleep. Cup of tea with partner.
<b>9:00pm</b> Iron clothes.	<b>10:00pm</b> Bed.	<b>12:00am</b> Sixth feed. Wind, change baby.		

## Let's go shopping: Baby's Expenses

Sometimes people think that a baby's needs do not cost much money because they are so very tiny. In fact, babies need a lot of material things to help them grow and develop.

### Brainstorm:

What does a baby need? Teacher writes down everything regardless of whether a baby really needs it or not. Then with the class she teases out the items a baby would really need as opposed to what one would like to buy.

Teacher distributes brochures to the children with price lists included. Many people borrow items for the length of time they are needed and then return them. It is important to state that it may not always be necessary to buy everything new. Others choose to purchase secondhand articles such as prams, buggies, cots, etc.

The children are given a specified budget and in groups of 4 they must write a shopping list for a new baby within that amount. They must explain the reason for their choices. Teacher sets a time limit, appoints a secretary, time keeper and treasurer.

Take Feedback.

	Cost £
Pram/buggy	
Cot	
Moses basket	
Bottles	
Steriliser	
Clothes (vests, bibs, babygros, cardigans, blankets)	
Car seat	
<b>Weekly costs</b>	
Nappies	
Toiletries	
Food (If mother is not breastfeeding)	
<b>Extra bills</b>	
Electricity	
<b>TOTAL</b>	_____

Teacher asks the pupils to calculate the total starter costs needed for a baby.

Teacher helps children to become aware of the 'hidden costs' that are incurred when there is a new baby in the house - increase in heating and electricity bills as the house needs to be extra warm and there is more washing and drying of clothes, boiling of water and use of steriliser.

Calculate the extra weekly costs that arise when you have to care for a baby.

Children are invited to display their reports for the rest of the class.

### The teacher asks the pupils:

- ▲ Were you surprised by any of the costs on the list?
- ▲ Do you think the costs will increase or decrease as the baby grows and develops? Give reasons for your answer.

### Class Round

What did you learn about the changes a baby brings to the life/lives of his/her parent(s). Children who wish may share one of their thoughts about babies at the end of the lesson.

### Option 2

<b>Visit:</b>	From Parent(s) And Baby
<b>Let's Talk:</b>	About Caring For New Life

### Visit: From Parent(s) and Baby

Arrange for a visit from parent(s) and their baby. Brief the volunteers thoroughly as regards the objective of the lesson. It is important that the visitors be comfortable with the subject matter. The concerns of this lesson are new life in the womb, the abilities and survival instinct of the new-born baby and the changes a baby makes in the lives of parents. Such visits, properly prepared provide the pupils with the opportunity to appreciate these facts in a very natural way. The process of preparing for a visitor is outlined on page 18. The main objectives of this lesson is that the pupils appreciate the miracle that is new life and understand that a new baby will bring changes to the lives of his/her parents. The teacher and class decide on questions with guidance from the teacher. The questions could be considered under various headings, e.g.,

**The pregnancy** — waiting for baby

**The new born baby** — appearance, abilities, instincts

**The changes the baby brought** — to the lives of the parents, family, etc.

The 'Let's Talk' section of this lesson may also give the teacher some guidance. Provide the visitor with the text of the information lesson if it is deemed appropriate.

### Let's Talk: About Caring for New Life

What was the youngest baby you ever saw? What age was the baby? What did the baby look like? What could the baby do? What kinds of activities was the baby not capable of? What kind of looking after did it need? For how long did it need this level of care (everything done for it)? Who was the main carer? Who helped?

When will this baby not need looking after? (Age four? twelve? twenty one? eighty one?) At every age people need some level of care and concern. Being a parent is a a very responsible job. You may have noticed your grandparents looking out for your parents, helping them out and giving them advice. As grandparents advance in years they may require more care from their families.

If you have chosen to invite the parent(s) and baby to visit, the following questions may be useful:

- ▲ **What is the baby's name? Why was the baby given this name?**
- ▲ **How old is the baby?**
- ▲ **What did the baby look like when s/he was born?**
- ▲ **What colour were the baby's eyes? (All new-born babies' eyes are blue)**
- ▲ **What colour are they now?**
- ▲ **Has the baby changed much since birth?**
- ▲ **Has the baby's life changed since birth?**
- ▲ **Have the parents' lives changed much? In what way?**
- ▲ **What change in lifestyle is the most satisfying for the parent(s)?**

## Resource Materials for Relationships and Sexuality Education

Sixth Class    Theme 8    A Baby is a Miracle

- ▲ **Have some changes been difficult? What are these?**
- ▲ **The visitors also may be asked about the pregnancy.**
- ▲ **Did the baby make his/her presence felt?**

Questions about the reflexes the baby had when he or she was born might also be asked. Complete the lesson with a round "One thing I learned..."



# Resource Materials for Relationships and Sexuality Education

Sixth Class    Theme 8    A Baby is a Miracle

## Follow-up Activities

**A Story:**                      About Babies

**Writing Activity:**              A Class Poem

## A Story:    About Babies

One way to provide pupils with opportunities to learn about new life and the responsibilities it brings is through reading a story or poem. The pupils can read the story themselves or the teacher could read it to the class. Through reading such a story the child can experience decision-making vicariously.

### Story Suggestion:

The book suggested below examines the responsibilities of parenthood. The pupils may be able to suggest other suitable books, which they have read. Ask them to bring them in for the class library. Encourage the pupils to discuss what they have read. The following questions may be useful:

- ▲ **Who wrote this story?**
- ▲ **What was it about?**
- ▲ **Who were the main character(s)?**
- ▲ **What does this story tell you about new life?**
- ▲ **What does it tell you about the responsibilities that come with new life?**
- ▲ **Do you think this story is true to life?**

The following book is a suggestion only:

**Flour Babies by Anne Fine, published by Puffin**

A class learn about parental responsibility when they are given sacks of flour to take care of.

## Writing Activity:    A Class Poem

The theme for this poem or series of class poems is that of the miracle of new life. Talk to the pupils about the theme and decide on a first line, e.g., 'A baby is a miracle'. Write a list of suggestions for each verse on the blackboard. Ask each child to write a verse. Cross off each topic as it is chosen by a child. The poem will have continuity if this first line is repeated in each case.



## Home-School Links

Dear Parents/Guardians

In class we will help children become aware of the wonder and miracle of new life.

This is information we will be giving your child in class. You might like to talk about it before or after we talk about it in school.

### A Baby Is A Miracle

In just nine months a tiny, round fertilised ovum has changed greatly to become the new-born baby. A baby is a miracle.

When only a month old, and only 2mm long in total, the baby's heart had started to beat. Find 2mm on a ruler or tape measure with your child.

At two months the baby is the size of a grown up's thumb nail, the size of a 10p piece. The baby's hands and feet have already started to grow and without the mother knowing it, (the baby is so tiny the movement can't be felt) the baby begins to move about kicking gently.

Only three months since conception and though the baby's eyes are not open yet, they are very active, moving their arms and legs around, stretching and kicking, curling their toes, making fists, frowning and making faces. The miracle continues. Babies in the womb use these exercises to help their muscles grow strong.

At four months the baby is approximately 16cm long and would fit into a teacup. Ask your child to locate 16cm on the ruler? Though so very small the baby is completely formed. All the important parts of the body have grown. The baby even has fingerprints.

At five months a baby is approximately 25cm long and can fit into the palm of a grown up's hand. Now the mother can feel the baby moving. At this stage she might tell you this felt like the flutter of a butterfly or little fish zigzagging inside her.

When the baby is six months s/he can hear his/her mother's heart beating, voices, music and other sounds. The baby spends some of the time awake and the rest of it asleep. During the baby's waking s/he is kept busy testing those reflexes that will be so important for survival after birth. They practise sucking. Some babies find their thumbs and like to suck them even before they are born. As well as kicking, they practice grasping with their fingers and toes.

By now the baby's Mum is very aware of the moving and stretching her baby is doing. With all the kicking, sometimes she feels junior must be a football player in the Premier League! And yet it is very reassuring for the mother to feel all this movement. It reassures her that her baby is healthy and active.

As the baby's birth day comes near the baby has grown so much s/he has less room to move around in his or her mother's womb. Now the baby practises breathing. There is no air in the womb, only liquid. Sometimes the baby swallows the liquid and this causes hiccups. The baby's mother may feel the baby burping and wonder what is going on. In the nine months before babies are born, they do a lot of changing and growing.

When the baby is ready to be born s\he leaves the mother's womb through the vagina. The love between the baby's mother and father has resulted in the miracle of a new life. The birth of the baby will bring with it great changes in the lives of the parents.

**It might be fun to talk to your child using the following suggestions:**

- ▲ **Why other people thought you were going to be a boy or a girl**
- ▲ **Whether you arrived in a hurry or on schedule**
- ▲ **Whether you had lots of hair/no hair at all**
- ▲ **Who you looked like**
- ▲ **What weight you were at birth**
- ▲ **What your first toy was**
- ▲ **All the people who were happy when you were born.**

# 9 Choices and Decision-making





Theme 9

## Choices and Decision-making

**Aim:** To provide pupils with opportunities to develop decision-making skills and to examine critically the factors which influence personal decisions and choices.

Theme Menu	
<b>Option 1</b>	
<b>A Story:</b>	About Difficult Decisions
<b>Let's Talk:</b>	About Choices We Make
<b>Option 2</b>	
<b>Groupwork:</b>	Decisions, Decisions
<b>Class Discussion:</b>	What I've Learned, What I've Decided
<b>Follow-up Activities</b>	
<b>Writing Activity:</b>	A Story About A Decision Made And Its Consequences
<b>Letter Writing:</b>	Letter To Myself

### A Note On Decision-Making

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 adults will make their decisions for them.

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 with an appreciation of the consequences.

## Option 1

**A Story:** About Difficult Decisions

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

## A Story: About Difficult Decisions

One way to provide pupils with opportunities to learn about difficult decisions is through reading a story or poem. The pupils can read the story themselves or the teacher could read it to the class. Through reading such a story the child can experience decision-making vicariously.

The following books deal with difficult decisions:

**Jacqueline Hyde** by Robert Swindells, published by Doubleday

A modern day version of Dr. Jekyll and Mr. Hyde. Jacqueline discovers the consequences of her choices.

**The Minipins** by Carol Kendall published by Puffin

The central question in the story is a decision to be taken by the minority about whether to follow the foolish way of life the majority is forcing on them.

**Marianne's Dreams** by Catherine Storr published by Puffin

Mark is a disabled boy Marianne meets in her dreams. He needs help. But is Marianne brave enough to rescue him from the danger she herself puts him in?

**The Willow Street Kids** by Michelle Elliot published by Piccolo.

The Willow Street Kids know what to do. They stick together and help each other deal with some very tricky problems.

Alternatively, the pupils may be able to suggest suitable books which they have read. Ask them to bring them in for the class library. Encourage the pupils to discuss what they have read.

The following questions may be useful for paired interviews:

- ▲ **What book were you reading? Who wrote it? What was it about?**
- ▲ **Who were the main character(s)?**
- ▲ **What decision(s) did the main character(s) have to make?**
- ▲ **What did they decide? Why? What influenced the decision?**
- ▲ **What were the consequences of this decision?**
- ▲ **Would you have made the same decision? Why?**
- ▲ **What does this book tell you about making decisions? Is this true to life?**

### Let's Talk: About Choices We Make

The teacher's introduction to this section may include some of the following thoughts. Some decisions are easy to make and some are hard. Sometimes we have to choose between something nice that has an immediate benefit and something difficult that has a better result but one that is in the future. We call it 'delayed gratification' when we have the patience to wait for something rather than demand an immediate response to our wants and needs. Young people who are capable of deferring gratification show a certain level of maturity.

Sometimes we have to choose between what is right and what is wrong. As young people develop personal integrity, they recognise the value of making moral decisions. This may sometimes be difficult, especially in the face of peer pressure to do the opposite. When they exercise integrity and experience its benefit, it becomes a self-motivating factor in their behaviour.

The following scenarios may be discussed in small groups:

**1** Sean was serious about football. He trained regularly, sometimes missing out on good times with the gang. Adam had a talent for football but he preferred 'kick about' football with his friends. When Sean was picked for the school team and Adam was dropped, very few people understood why. But later Sean went on to prove himself and thanks to his skills his team went to the top of the league.

▲ **What happened to Sean as a result of making the difficult choice?**

▲ **What might have been the easy choice?**

▲ **What might the consequence of the easy choice have been?**

▲ **What influences would have encouraged the easy choice?**

▲ **Why do you think Sean made the difficult choice?**

**2** Tom's friends thought he was daft. He sometimes wondered if he was. His Mammy had persuaded him to visit Joe, an elderly neighbour every Saturday afternoon and offer to do some little jobs for him. Saturday afternoon was a time when all his friends got together and played football or went to the cinema. In the beginning Joe was very quiet but was particular that everything was done in a certain way. Tom kept visiting Joe for a few months and they became very good friends. Joe told great stories about when he was a boy. Three years on Tom and Joe are great pals. Joe is a great gardener and has taught Tom a lot about growing plants. Joe also gives him good advice when he is in trouble.

▲ **In the beginning Joe was very quiet. What do you think Tom was thinking?**

▲ **Why do you think Tom decided to keep on doing jobs for Joe?**

▲ **What would he have missed out on?**

▲ **If you were Tom what do you think you would do in this situation?**

▲ **When Tom was doing jobs for Joe, his friends were playing football. How do you think he felt?**

**3** The life saving course was hard going. A lot of the participants dropped out. The weather was fine and there were other things to do. They were glad Alan stuck with it. Jimmy had particular cause to be glad. When he got into difficulties in the water, Alan knew what to do. At the end of the day, Alan was a hero.

## Resource Materials for Relationships and Sexuality Education

### Sixth Class Theme 9 Choices and Decision-making

- ▲ What might have happened if Alan had taken the easy choice?
- ▲ What might have influenced him?
- ▲ What might Alan have missed out on by taking the hard choice?

4 Joan and Ellen were twins. When Joan got money she generally spent it quickly. Ellen saved up. Eventually Ellen had enough to buy the really nice jacket she had her eye on. Joan was envious. 'I can't understand it,' she said, 'Where did you get all that money?'

- ▲ What did Ellen miss out on by saving her money?
- ▲ What did she gain in the end?
- ▲ What might have influenced her to make the difficult choice and save her money?
- ▲ What did Joan miss out on by spending her money?
- ▲ What might have influenced her to make the easy choice and spend her money?
- ▲ Which do you think was the better choice?

5 Alison got the incorrect change when she was in the shop. The shopkeeper thought she had handed in a ten pound note instead of the five pounds she had. So she had five pounds extra in her change. She told him about it and handed the money back. Later when she was looking for a summer job he took her on. 'I know I can trust you,' he said.

- ▲ What might Alison have done with the five pounds she was given by mistake?
- ▲ What did she gain by handing in the money?
- ▲ What might have influenced her to hand in the money?
- ▲ What would have influenced her to keep the money?

Draw the pupils' attention to gains others than those that are monetary. She was respected by the shopkeeper. She had gained a reputation for being honest. She felt good about herself. She was true to her values.

Did you ever have a decision like this to make where there were short term gains and long term benefits and you had to weigh up the two.

- ▲ What happened?
- ▲ What was the short term benefit?
- ▲ What was the long term reward?
- ▲ What did you decide?
- ▲ What influenced your decision?

## Option 2

<b>Groupwork:</b>	Decisions, Decisions
<b>Class Discussion:</b>	What I've Learned, What I've Decided

## Groupwork: Decisions, Decisions

We make decisions nearly every minute of the day. These decisions vary from relatively simple ones such as 'what will I wear today', to difficult decisions like my choice of friends, my choice of interests and hobbies. The friends you had when you were younger may still be your closest friends. The pastimes you enjoyed when you were younger may still be your favourite pastimes. On the other hand, you are gaining more independence from your family members, you are making more decisions about what to do with your time and who to be with. These can be important decisions which may affect the person you are and the person you would like to be.

Think about a difficult decision you made recently. For example, to do homework instead of watching television, to go to football practice instead of playing video games with friends, etc. Some questions to ask yourself about the decision you made:

- ▲ What was the decision I had to make?
- ▲ What influenced my decision?
- ▲ Who influenced my decision?
- ▲ Were there other options I chose to ignore?
- ▲ If I had to make the decision again, what would I do?
- ▲ Would I go to anyone for advice?

**D** What decision do need to make?

**O** What are my options?

**C** What will be the consequences?

**A** Who can I ask for advice?

**D** What will I decide?

We can summarise this way of exploring the decisions we make using this format:

## DOCAD



# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 9 Choices and Decision-making

## Group Work

Using the questions on the previous page, what decision would you make in the following situations?

- ▲ Your friend offers you a cigarette, you don't want to smoke.
- ▲ Someone in your class asks to copy your maths homework and it is not the first time this happens.
- ▲ Your mother asks you to play with your younger brother or sister. You want to go out.
- ▲ You have asked your mother for a new pair of runners. She tells you that money is tight and you have to make a choice between a new pair of runners and going on your school trip.
- ▲ Your friend suggests you mitch school together.
- ▲ You are in your friend's house and there is a programme on T.V. you know you should not watch.

Can you think of other situations where you would have to make a difficult decision?

## Class Discussion: What I've learned, What I've decided

Discuss with the pupils what they've learned this year under some or all of the following headings:

- ▲ What I've learned about myself
- ▲ What I've learned about my friends and other people
- ▲ What I've learned about my own feelings
- ▲ What I've learned about other people's feelings
- ▲ What I've learned about being healthy
- ▲ What I've learned about keeping safe
- ▲ What I've learned about growing up
- ▲ Ask the pupils if what they have learned has changed them in any specific way or if what they have learned has caused them to make a decision or choice in their own lives.
- ▲ Did anything else, e.g., a television programme, or anybody else, influence you in this decision?
- ▲ Was this choice an easy one? Why?
- ▲ Was it difficult? Why?
- ▲ If other people knew about this choice or decision what would they say?
- ▲ What would your parents say? What would your friends say?

### Follow-up Activities

**Writing Activity:**

A Story About A Decision Made  
And Its Consequences

**Letter Writing:**

Letter To Myself

## Writing Activity: A Story About A Decision Made And Its Consequences

Ask the pupils to write a story from their own experience or their imagination about a difficult decision made:

- ▲ Who is the main character in your story?
- ▲ What decision did the main character make?
- ▲ What did he or she decide? Why?
- ▲ Was there a long term and a short term consequence?
- ▲ What influenced the decision?
- ▲ What was the consequence of this decision?
- ▲ Did this consequence happen immediately or in the long term?

Present the story in book form.

The story will need an interesting title and an eye catching cover, a title page, an imaginative publisher's name, a dedication and acknowledgments, a short note about the author, a contents page with chapter headings, the story itself, a back cover with a short synopsis of the plot to inspire the reader's interest and/or some quotes from the critics.

## Writing Activity: Time To Myself

Ask the pupils to write a letter to themselves, saying in what ways they'd like to be a better person in post-primary school and the practical ways they can go about this. The format of a letter should be observed for broader learning and integration purposes.

The pupils self address the envelope and their letter to themselves is sealed inside. They can open the letter themselves at an appropriate time maybe after the Christmas holidays. or the letter can be read when they are settled in post-primary school.



## Home-School Links

Dear Parents/Guardians,

In class we hope to help your child be able to make decisions and to be aware of what might affect how h/she makes these decisions.

As a follow up at home you might look at ways with your child of making decisions by using **D O C A D**

**D** What decision do I need to make?

**O** What are my options?

**C** What will be the consequences?

**A** Who can I ask for advice?

**D** What will I decide?

When I make  
a decision I look  
at the choices  
first

You might also like to chat about:

- ▲ Some decisions your child has made this week
- ▲ If they were easy or hard decisions
- ▲ What affected these decisions – friends, TV, adults, etc
- ▲ What the short term gains were
- ▲ What the long term gains were
- ▲ Having talked about decisions would your child change any of the decisions – Why/Why Not?

There are always  
consequences to  
the decisions we  
make

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