

# acknowledgements



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# INTRODUCTION

## The LIFT OFF Initiative

This resource is part of a comprehensive human rights education programme developed by the LIFT OFF Initiative.

The LIFT OFF Initiative is a cross border human rights education initiative that aims to promote a human rights culture in primary schools in both Northern Ireland and the Republic of Ireland. Established in 2000, the initiative is managed and operated by Amnesty International (Irish Section) and Amnesty International (UK), the Irish National Teachers' Organisation (INTO), the Ulster Teachers' Union (UTU) and Education International. From the outset, the initiative has received financial support from the Departments of Education in Northern Ireland and the Republic of Ireland, in addition to the Department of Foreign Affairs (RoI) through Irish Aid and Amnesty International Irish and UK Sections.

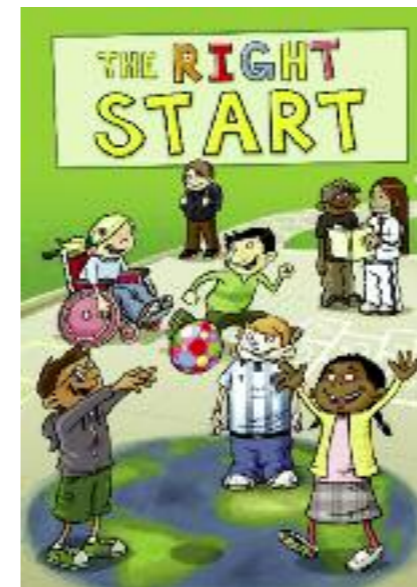
The entire programme which consists of three resource books (see facing page) for use throughout the primary school has been written by practising teachers from Northern Ireland and the Republic of Ireland, with the guidance and support of human rights education and curriculum experts from both jurisdictions. The materials have been piloted in schools all over Northern Ireland and the Republic of Ireland, ensuring that the final materials are informed by a diverse range of perspectives and meet the needs of all school communities in the Republic of Ireland and Northern Ireland.

## About This Resource

This resource is part of a comprehensive human rights education programme developed by the LIFT OFF Initiative, which aims to promote human rights education within primary schools. The resource was initially piloted in the spring and summer terms of 2006 in over 60 schools in Northern Ireland and the Republic of Ireland.

As you look through this book, you may notice that there is no explicit mention of 'rights'. Indeed, you may even think it strange that a human rights education resource does not include any mention of rights. This is firstly because human rights education is as much about developing in children the skills and attitudes necessary to promote, defend and protect rights as it is about the acquisition of knowledge around these rights. Secondly children's understanding of their own identity and how they relate to others gradually evolves through childhood. Teachers felt that the initial steps of the LIFT OFF programme should focus on the development of essential skills and attitudes necessary to support and enhance both the teaching and learning of the later resources. Through a lengthy consultation process, a decision was made to develop a predominantly skills-based resource.

You may also wonder why and how the five themes contained within this resource were chosen. These five themes, namely *empathy*, *communication*, *co-operation*, *respect* and *responsibility*, and *conflict resolution* were decided upon for the following reasons: (see overleaf)



## The Right Start

**The Right Start**, the first resource in the series, is predominantly a skills-based resource. The rationale for this is that human rights education is not just about the acquisition of knowledge, but also a process that involves the development of skills and attitudes necessary to promote, defend and protect our rights and the rights of others. It was therefore felt that the initial steps of the programme should focus on the development of essential skills and attitudes which underpin respect for human rights.

4 – 7 year olds

## LIFT OFF

The second resource book in the series builds on the skills and attitudes introduced in **The Right Start** and also introduces the language of rights in a very child friendly and age appropriate manner. It introduces the children to the rights contained in the Convention on the Rights of the Child.

8 – 10 year olds

## Me, You, Everyone: Rights and Responsibilities

This resource continues to consolidate and develop the skills and attitudes introduced in the previous two books. Throughout this resource, the children will explore concepts such as identity, relationships, interdependence, equality and perspective, the appreciation of which will contribute to their understanding of human rights. They will be introduced to the Universal Declaration of Human Rights, and explore the rights contained within it.

9 – 11 year olds

Please note that these ages are offered for general guidance only. The resources can be used within the context of a broader school or national curriculum or as a self-contained package. It is important to note that these resources are best used as part of a comprehensive human rights programme that aims to promote a whole school approach to human rights education.

To see some of the innovative ways in which schools have engaged with the materials, particularly on a whole school level, visit [www.liftoffschools.com](http://www.liftoffschools.com)



It was felt that:

- these themes would best complement the follow-on resources in the series;
- there are few resources in circulation in schools that focus on these themes together, so this resource would fill a 'needs gap';
- these themes are consistent with the aims of the primary curriculum in Northern Ireland and Republic of Ireland;
- these themes are broad enough to accommodate and cover many concepts central to human rights education.

Finally, this resource is best used as part of a comprehensive human rights programme that aims to promote a whole school approach to human rights education.

## HUMAN RIGHTS IN THE PRIMARY SCHOOL

### What is Human Rights Education?

Human rights education belongs at all levels of education. Young children are acutely aware from an early age of issues of justice, a concept that underpins human rights education. Encouraging human rights thinking and action therefore forms a natural part of the learning process for all children.

Human rights education is best described as a learning process that seeks to:

- ensure that children have an understanding of their own human rights and that these rights are the entitlement of everybody;
- foster attitudes of respect and appreciation of the uniqueness and equality of each individual;
- promote the skills among children that will enable them to act in ways that defend and promote human rights.

### Why Educate for Human Rights in the Republic of Ireland and Northern Ireland?

Education is not just about preparing children for adult life. It is about supporting them to deal with the complexities of their lives in the present moment. Primary school pupils of Northern Ireland and the Republic of Ireland are children of an island which recognises that peace and cooperation offer a way forward out of a history of conflict and division and that for a real and lasting peace there must be a commitment to recognizing and valuing the rights of all. They are also members of an increasingly global society in which countries and people are interconnected as never before. Consequently, universally accepted standards of behaviour are needed to help us navigate our way in this new global society. Rooted in an international consensus which was forged by the United Nations in the wake of the horrors of the Second World War, the human rights framework outlines these universally accepted standards of behaviour. An active awareness of human rights and responsibilities can empower children to take their place as creative actors now and in the future.

## Why Teach Young Children about Human Rights?

Many teachers have questions relating to the prospect of teaching young children about human rights. Some wonder whether it is appropriate, or whether it may be too difficult for children. Such questions are very natural. For many, it can be difficult to imagine teaching human rights education to very young children, especially when there are so many misconceptions about the meaning of the term. However, our experience in working with thousands of children in the Republic of Ireland and Northern Ireland has shown us that human rights education belongs at all levels of education, and has an integral part to play in school life.

We all have contact with human rights issues on a daily basis, and young children are no exception. We all have the right to a name, a nationality, an education, a home, healthy food and clean water, to name just a few. Children's lives are therefore already filled with opportunities to explore the understanding, attitudes and skills that underpin the human rights education process. Seeking opportunities during formal education to instil in children and young people a respect for human rights will in turn encourage them to take responsibility for their own actions and to be aware of how these might affect their own rights or the rights of others.

It is also important to outline our international obligations to teach children about human rights. The Republic of Ireland, Great Britain and Northern Ireland have ratified the *UN Convention on the Rights of the Child* (UNCRC). This means that each is obligated under international law to implement the rights enshrined in Article 29 of the Convention, stating that we have the right to an education and to learn about our rights and the importance of upholding them.

In essence, the key point to be made is that human rights education does have an important part to play in our education systems and is best begun in the early years continuing throughout all levels of the school.

Article 29 of the Convention of the Rights of the Child states that education shall be directed, among other things, to:

- a) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations.
- b) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

## Human Rights Education in the Primary School Curriculum

Primary education is concerned with the development of the whole child, both as a unique individual and as a positive contributor to society. It seeks to create an environment within which the child can grow and develop so as to reach their full potential. It recognises that each child is not an isolated individual but rather is a member of a family, a local community and indeed a global community. Throughout these early years the child is growing in the understanding of what it is to be unique and what distinguishes them from others. Human rights education supports this development through providing an educational experience that gives children the opportunity to develop both personally and socially. It is clear from the broad aims of the primary education curricula in both Northern Ireland and the Republic of Ireland that personal and social development is an essential component and that human rights education can play an important and proactive part in fulfilling these aims:

*“The Northern Ireland curriculum aims to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives”*  
(The Northern Ireland Curriculum, *Whole Curriculum Aims and Objectives*).

*The Republic of Ireland curriculum aims to “enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society.”*  
(Republic of Ireland Primary School Curriculum, Introduction, page 7)

Human rights education therefore, with its emphasis on the development of skills and the fostering of attitudes, complements and supports the learning processes in both curricula.

While human rights education is a process that should underpin all learning and all activities within and outside the school, initially it is important to enable teachers to identify a curriculum space that can support its introduction. This resource supports teaching and learning in the context of Social, Personal and Health Education (SPHE) in the Republic of Ireland curriculum and Personal Development and Mutual Understanding (PDMU) in the Northern Ireland curriculum. In choosing this curriculum location the resource will add value to the experience of children engaging them in the development of those process skills that underpin the curriculum. It enables them to explore issues in relation to their own development and that of society, through the lens of human rights, thereby supporting their development as individuals and citizens.

## Methodologies to Support Human Rights Education

This resource is based on the premise that children are not merely recipients of knowledge but also active participants in the learning process. Throughout the book there is a commitment to ensure that the voice of the child is valued and that the skills necessary for the promotion and protection of human rights are developed through active and participative learning. The module seeks to ensure that there is a balance between individual learning, collaborative learning and whole class learning and uses a variety of other supporting methodologies.

### Individual Learning

Some of the suggested activities are designed to ensure that each child has thinking time in which they can collect and record their own ideas. The use of individual worksheets and other individual exercises

help children participate in the learning process as individuals and allows them to maintain a record of their own learning.

### Collaborative Learning

Working in small groups heightens children’s participation in the learning process. Collaborating in mixed ability groups encourages children to appreciate each other as individuals, thus recognising the diversity that underpins all human activity. Throughout the module, group work activities are used to help children develop their understanding of human rights and to build key skills such as communication, consensus building and decision-making.

### Whole Class Learning

Whole class discussions are a valuable way for children to explore human rights ideas and issues together. Such discussions can ensure that the widest range of views are heard. The children will come to understand that a variety of views can be held on any single issue and that each of these views should be listened to and respected.

### Reflection

At the end of the lesson the teacher may encourage the children to critically engage with their own learning. This may be done by encouraging the children to discuss what they have learnt and to talk about the feelings they had during the activity.

### Circle Time

Circle Time provides a space in which children can feel secure in sharing their thoughts around issues related to human rights education activities. The rules of circle time should be introduced or reaffirmed if children are used to the concept. Everyone will have a chance to speak but everyone will also listen to each other’s contribution. Something can be passed around the circle (a small toy or a special shell/leaf/symbol) to remind children that they cannot shout out and that the person with the symbol is the only person that is allowed to speak.

Circle time is an appropriate way to extend work on feelings – “I feel happy/scared/cross/embarrassed when...”

### Role-play

Through acting out various situations, children will come to understand how differing viewpoints can be held around a given issue and develop a greater empathy for those involved. They will be provided with a secure space in which they can practice their communication and conflict resolution skills.

### Artwork

Children should be allowed to engage imaginatively with the various themes covered in the resource through using various media to communicate their ideas.

### ICT

Computers can be used as a tool for communication both within the class and between classes and schools which are also engaged in human rights education.

## Creating a Human Rights Respecting Environment within the School

The environment within which we teach is fundamental if we want children to come to an understanding of human rights and to develop a genuine respect for these rights. It is the experience of having their rights respected which will encourage children to ensure that through their own behaviour they are acting responsibly and respecting the rights of others. Children will come to understand that human rights is not an abstract concept but that it has direct application to their own life as well as the lives of others across the world.

It is important that children:

- are not just taught about respect but experience respect in the classroom;
- are not just taught about responsibility but experience age appropriate responsibility in their everyday lives in school;
- are not just told about the need to be tolerant but witness the appreciation of diversity in all its forms.

It is important that the classroom environment:

- values the contribution of each child;
- respects the right of freedom of expression;
- encourages active participation.

Such an environment is created by teachers and children working together to ensure that the experience in the classroom reflects those values and attitudes that support human rights. While a set of classroom rules can help support and reinforce the idea of human rights and responsibilities, it is vital that such rules are developed in a collaborative and respectful manner.

## Establishing a Code of Behaviour for the Classroom/School

As you begin to use this resource, if you have not already done so, consider with the children the value and importance of making the classroom a fair place for all. Develop with them a set of basic rules that they believe will make the classroom such a place. Begin the brainstorm with the question:

**What can we do in this classroom to make sure that everyone is treated fairly?**

(Be sure the list reflects rules that apply both to the teacher and the children)

Once the brainstorm is complete children may discuss, in small groups, which rules are the most important. You may ask each group for their ideas and lead a whole class discussion until a consensus has been reached. Alternatively ask each group to agree a list of five to ten rules. Create a poster of the rules, in collaboration with the children. Suggest that they revisit this to see if the set of rules is working, amending them as the year goes on.

School rules can also be drawn up in this collaborative manner, by, for example, allocating an older class, or the school council, the task of consulting with all classes before drawing up an agreed list. These rules could be displayed in a prominent communal area and all children and staff could be invited to sign them with, for example a thumbprint dipped in colourful ink, or a small portrait of themselves.

## Involving Younger Children in School Councils

Many schools involved in human rights education set up school councils as a way of giving children a structured forum through which they can present their views, ideas and concerns on matters which affect them. It is important to make sure that the views of the youngest in the school are not overlooked, even though they might be considered too young to be part of the council itself. Their opinions on a particular subject can be gathered informally during a circle time session and fed back to the council.

## Communal Displays

Classes may like to produce a display for a communal space in the school based on their human rights work. There are several lessons within this resource which have ideas for such displays. Alternatively, the whole school may like to collaborate on a display which every class can contribute to.

**Article 19 in the Universal Declaration of Human Rights states 'We all have the right to express our opinions and ideas'.**

Everyone has the right to freedom of opinion and expression; this includes the freedom to hold opinions without interference and to seek, receive and impart information and ideas.

# THE TEACHERS' TOOLBOX

## Tools for the classroom

### Feelings Cards

These cards can be found on **Resource Sheet 1, *Emotions Faces***. They can be displayed on the wall or used as a visual dictionary; they can be cut up for matching and sorting activities, or used to stimulate discussion in circle work.

Children might like to make their own pack of 'feelings cards'.

These can also be used as a literacy resource, allowing children to hold up appropriate feelings cards as they engage with the characters' emotions in the books you read together.

### Feelings Diary



This can be found on Resource Sheet 3 and can be used on a regular basis to help children identify a range of feelings and how they feel in response to everyday situations.

As children become more practised in the exercise they can examine what situations result in them feeling sad, happy, cross ...etc.

Other strategies that can help express and manage feelings:

- Allow children to take **time out**
- Have a **special place** that children can sit on/at if they are feeling upset.
- Keep **special collections** of objects in the classroom to help children feel positive.
- Let them **record things** that make them feel good, and which they can think of or look at when they feel sad.
- Encourage children to **count or scribble** when they are angry.
- **Sand or dough** can be used to help children give vent to their feelings.
- **Music** can be used to create a calming or cheerful environment.
- **Circle Time** can be used as a structured and secure forum for expressing feelings.
- Children can often explain and analyse their feelings through **puppets**.

## Activity Framework

<b>TITLE</b>	Each activity has a title to help introduce the work to the class and familiarise children with activities which you may return to again.
<b>STAR RATING</b> 	Activities have been star-rated to help you choose those which are most suitable for the children in your class. Lessons which require little or no prior learning are rated as a 1 or 2 star activity while those which require critical thinking, reflection and action are rated with 3 or 4 stars.
<b>SUGGESTED TIMING</b> 	Each activity has a suggested time to give you an idea of how long it will take. However this time is just a guideline and according to the needs of your class, activities can be extended beyond this time or adapted to take less time.
<b>LEARNING OBJECTIVES</b>	These set out the intended learning for children and should help you evaluate activities.
<b>WHAT YOU NEED</b>	Most of the activities are classroom-ready, but if you need to gather materials or do some preparation work, we will let you know!
<b>EXTENSION ACTIVITIES</b>	Most lessons have extension activities which will allow children to develop their learning, while some also have ideas on how the activity can be modified for younger classes. These activities have their own learning objectives, suggested timing and are also star rated.
<b>CURRICULUM LINKS</b>	These lessons have been designed to meet the curriculum objectives of the Personal Development and Mutual Understanding (PDMU) area of learning in Northern Ireland and the Social, Personal and Health Education Curriculum (SPHE) in the Republic of Ireland. In line with the integrated nature of both curricula, it is envisaged that the programme will also contribute to and enhance learning in other curriculum areas. Suggested links to strands within PDMU/SPHE and other curriculum subjects have therefore been highlighted at the end of each lesson.

# Lesson Tick Sheet

The Right Start has been designed for use over several year groups. Therefore it is useful for teachers of older classes to know what the children have already covered in previous years. This tick sheet will help teachers to keep track of work covered.

LESSON	Primary 1/ Junior Infants	Primary2/ Senior Infants	Primary 3/ 1st Class	2nd Class
<b>THEME 1 – EMPATHY</b>				
Emotions Dice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Happy Voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Where I'm Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm Sad Too!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It Makes Me Feel Like Dancing!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feelings Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character Building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Now!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picture This	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THEME 2 – COMMUNICATION</b>				
Name Clapping Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through The Keyhole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One At A Time!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Need Help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swap Seats If You Like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Like, You Like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mushy Peas? Yes Please!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any Name Will Do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating Feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen And Colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I See Things Differently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say What You See!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sounds Like, Looks Like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's Urgent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where Are Names From?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON	Primary 1/ Junior Infants	Primary2/ Senior Infants	Primary 3/ 1st Class	2nd Class
Speech Bubbles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show Me What You Mean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THEME 3 – CO-OPERATION</b>				
That's Handy!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All Different, All Equal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-operatives Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finger Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Day Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snakes & Ladders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Bigger Picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where's My Dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THEME 4 – RESPECT AND RESPONSIBILITY</b>				
My Special Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Granny, Caboodle & Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy Eating, Happy Living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We All Belong!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waste Not, Want Not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's Your Decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One For You, Three For Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Your Best For Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THEME 5 – CONFLICT RESOLUTION</b>				
Making Up Isn't Hard To Do!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circle Of Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We Can Work It Out!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two Heads Are Better Than One	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools To Keep Cool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John And Amy's Story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendship Wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acrostic Poems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# A different world cannot be built by indifferent people

Horace Mann  
(American education reformer and abolitionist)

## EMPATHY

### Learning Intention for this Theme

■ The overarching learning intention for this theme is that children will be able to recognise and understand their own and others' emotions and how their actions might affect others.



image courtesy: Kilross NS, Co. Sligo

Empathy is central to an appreciation of human rights as it is only through being able to view a situation from another's perspective that the universality of these rights will be valued.

### Steps to the development of empathy

1. The child first needs to recognise and understand feelings within themselves and be equipped with the appropriate language to be able to articulate these feelings.
2. The child then moves on to recognising, and relating to other peoples' expressions of emotion.
3. Finally the child progresses to putting themselves in the 'emotional shoes of another person', that is, to understand their emotional perspective and therefore empathise with them.

The rationale behind the inclusion of this theme is to enable children to view a situation from another person's perspective and emotionally relate to that person. In so doing s/he will be taking the necessary steps to develop the skill of empathy.

### Step 1: Recognising and understanding one's own feelings and being able to articulate them appropriately

Activities can be adapted to suit all ages and abilities through extending or adapting the language being explored. For example, Junior and Senior Infants/Primary 1 and 2, could focus on easily identifiable emotions such as *happy, sad* and *angry*, whereas for the older classes the range of emotions can be extended to include *afraid, nervous, proud, excited, lonely, disappointed, hurt, annoyed*, etc.

### Step 2: Recognising and relating to other people's feelings


This step can be reinforced daily at an incidental level. For example, when there is a situation of conflict between children such as arguing over a toy, the teacher can take time to discuss with those children how they both feel and what can be done to make sure that they are both happy, e.g., sharing the toy, saying sorry, etc.

### Step 3: Developing emotional perspective

Empathy involves understanding why people may be experiencing certain emotions, i.e. their emotional perspective. Before children can understand emotional perspective they must first have a grasp of physical perspective. Some activities are included here to help develop both physical and emotional perspective.



## Emotions Dice

<b>Star Rating:</b>	★	<b>Suggested Timing:</b> 20 mins	
<b>Learning Objective:</b>	To recognise and name a variety of feelings To identify situations where these feelings may be experienced		
<b>What You Need:</b>	Resource Sheet 1 (Emotions Faces)		

Show the class some pictures of faces with different expressions e.g. happy, sad, angry, worried, lonely, excited etc. You could use the faces on Resource Sheet 1 or take them from other resource packs that you may have.

Start with 2 or 3 easily identifiable emotions and discuss with the class how the people in the pictures are feeling. Ask them to think of times when they have felt like this.

Children could complete the sentence, "I feel happy/sad/excited when..."

Show the pictures again and ask the class to show their 'happy/sad face'. Allow each child to act out one of the emotions illustrated: "This is my . . . face".

Children could also mime other emotions, using only their facial expression as a clue for others to guess how they are feeling.

### EXTENSION ACTIVITY

<b>Star Rating:</b>	★★
<b>Suggested Timing:</b>	10 minutes
<b>Learning Objective:</b>	To begin to recognise that feelings and emotions are a natural and healthy part of being a human being.
<b>What You Need:</b>	Resource Sheet 2 (Emotions Dice Template)

These activities can be extended and repeated by sticking the pictures onto a cube or dice. Get children to take turns at rolling the dice and portraying the emotion shown and completing the sentence: "I feel . . . when . . ." This could be done as a whole class during circle time or in small groups if enough Emotions Dice have been made.


Children may like to make their own dice, using the template provided on Resource Sheet 2.

#### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**English:** Strand: Competence and Confidence in Using Language  
**Strand Unit:** Competence and Confidence in Using Oral Language

## My Happy Voice

<b>Star Rating:</b>	★	<b>Suggested Timing:</b> 10 mins	
<b>Learning Objective:</b>	To begin to explore how we use our voice to express our feelings		

Get the children to stand or sit in a circle and ask each to say their name in turn.

Give each child a turn at expressing their name according to a given emotion e.g. in a happy, sad, angry voice.

Ask one child in the circle to say their name in the voice of one of the emotions. The other children have to guess how s/he is feeling.

### EXTENSION ACTIVITY 1

<b>Star Rating:</b>	★
<b>Suggested Timing:</b>	10 minutes
<b>Learning Objective:</b>	To begin to explore how we use our voice to express our feelings

Choose certain well known expressions from nursery rhymes or stories for children to say according to the given emotions e.g.: "I'll huff and I'll puff and I'll blow your house down!" could be said in an angry, happy or sad voice.

### EXTENSION ACTIVITY 2

<b>Star Rating:</b>	★★
<b>Suggested Timing:</b>	45 minutes
<b>Learning Objective:</b>	To begin to explore how feelings can be conveyed through body language.
<b>What You Need:</b>	Paper plates or circles cut out of cardboard, paint, colouring pens


Talk to the class about how we use our faces and bodies as well as our voices to convey a feeling. Using only your facial expression and your body language to convey various emotions, ask the children to identify how you are feeling. Allow them to practise using only their faces and bodies to convey given emotions. Using paper plates or circles cut out of cardboard, get the children to make 'emotion masks' for each emotion which can then be used in other activities.

#### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening: social use of language (Foundation Stage); exploring drama (KS1)  
**PDMU:** Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
**English:** Strand: Emotional and Imaginative development through oral language  
Strand Unit: Developing emotional and imaginative life through oral language

## From Where I'm Sitting

**Star Rating:** ★ **Suggested Timing:** 20 mins 

**Learning Objective:** To begin to recognise how perspective can affect our viewpoint

With children sitting at their desks, ask them to stand up and move to another seat in the room. As a class, discuss what things look different from the alternate seat, e.g. can they see things in the new seat that they couldn't before, do they have a better view out of the window etc?

Then ask two or three children to sit under the desks for a few minutes and describe how the classroom looks from there. Another couple of children could be asked to lie on the ground and to describe what they see.

What does the world look like from a baby's point of view? Ask children to get down low on their hands and knees to find out.

Blindfold one of the children and ask them to move around the classroom. Ask them to describe what it is like when you cannot see.

### EXTENSION ACTIVITY

**Star Rating:** ★  
**Suggested Timing:** 20 minutes  
**Learning Objective:** To begin to develop a sense of awareness through movement

In P.E. or movement lessons get the children to do activities in which they can only use one arm, hop on one leg etc. Let them discuss the challenges involved.

#### Curriculum Links

**Northern Ireland**  
**The World Around Us:** Geography  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**Geography:** Strand Human Environment  
**Strand Unit:** Living in the Local Community

## I'm Sad Too!

**Star Rating:** ★★ **Suggested timing:** 10 mins 

**Learning Objective:** To begin to recognise how other people are feeling

**What You Need:** At least two copies of Resource Sheet 1 (*Emotions Faces*)

Give each child one of the cards from the Emotions Faces resource sheet. Make sure that at least 2 cards for each emotion are distributed to the class, as the children will be asked to pair up.

Ask the children to move around the room in various directions holding their cards. You may wish to play music in the background.

At a given signal, for example, when you stop the music or clap loudly twice, the children have to find another person with a card which matches their own.

When they are paired up the children can mime and identify the emotion to their partner. They can then make up a reason as to why they are feeling sad, angry, etc.

### EXTENSION ACTIVITY

**Star Rating:** ★★★  
**Suggested Timing:** 30 minutes  
**Learning Objective:** To begin to explore the relationship between events and our emotions  
**What You Need:** Resource Sheet 1 (*Emotions Faces*)

Ask the children to move around the room in various directions holding their cards as before. At a given signal children should pair up and identify the emotion portrayed on their partner's card. Together they can think of a scenario that could make them feel this way. In circle time the children can share their imagined scenarios with the class.


#### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening: social use of language (Foundation Stage); express feelings and opinions (KS1)

**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**SPHE:** Strand: Myself  
**Strand Unit:** Growing and Changing (Feelings and Emotions)

## It Makes Me Feel Like Dancing!

<b>Star Rating:</b>	☆☆	<b>Suggested Timing:</b> 30 mins	
<b>Learning Objective:</b>	To talk about how music can express mood and atmosphere		
<b>What You Need:</b>	Resource Sheet 1 (Emotions Faces); music that reflects different emotions, e.g. slow music to reflect sadness and loud, fast music to reflect anger *		

Give each child a set of the *Emotions Faces* picture cards from Resource Sheet 1.

Tell the children to close their eyes and listen to the first piece of music. This should be a piece of music which is seen as quite definitely evoking a particular emotion e.g. a sad melody.

When the music ends ask the children to look at their cards and hold up the one which they think best suits the music.

Repeat this process for the other pieces of music.

Finally repeat all three pieces in order, stopping after each one to discuss why it made the children feel a certain way, what sort of pictures they saw in their heads, etc.


### EXTENSION ACTIVITY

<b>Star Rating:</b>	☆☆☆
<b>Suggested Timing:</b>	20 minutes
<b>Learning Objective:</b>	To select sounds to express a given mood
<b>What You Need:</b>	A selection of percussion instruments

Classes can compose their own angry, sad or happy music. Or they can simply be given a percussion instrument and asked to play it in a way which portrays a given emotion.

\* Footnote for teachers: Many music programmes, which you might have in your classroom, have accompanying tapes which you could use.


See *Musical Pictures*, page 25, for a music-based lesson for older classes.

**Curriculum Links** 

**Northern Ireland**  
The Arts: Music  
PDMU: Strand 1: Personal Understanding and Health

**Republic of Ireland**  
Music: Strand Unit: Listening and responding to music

## Feelings Chart

<b>Star Rating:</b>	☆☆	<b>Suggested:</b> 10 mins a day	
<b>Learning Objectives:</b>	To talk about our feelings with others		
	To explore the reasons behind the way we feel		
	To begin to manage the effects of strong feelings in ourselves and others		
<b>What You Need:</b>	Resource Sheet 1 (Emotions Faces), large sheet of card, blu-tack		

You need to make a Feelings Chart for this activity. This can be a very simple large sheet of card with the words 'I feel' written at the bottom and emotions pictures from Resource Sheet 1 and/or the corresponding words in a pocket alongside. The children need to be able to remove these words / pictures and stick them onto the chart. Alternatively, stick the Emotions Faces from Resource sheet 1 onto cut-out circles. The children can then put their name card into the appropriate circle.

This activity should run over a number of days. For example if you have 30 children in your class, over the course of two weeks 3 children a day could use the chart to identify their feelings. Alternatively it could be an activity that is incorporated into the regular routine of the class.

At the beginning of each day allow three children to stick one of the emotions pictures on the chart to show the others how they are feeling that day. Older children can choose an appropriate word rather than a picture.


The children can then explain why they are feeling that way. If any of them are feeling a negative emotion such as sad or lonely the other children should come up with solutions to make them feel more positive and be encouraged to support them during that school day.

If a serious problem such as bullying arises, let the child know that it is something that needs to be talked about further. Agree with the children that the issues raised will be dealt with at a specified time, e.g. after school with the support of parents, or discussed further at circle time.

### EXTENSION ACTIVITY

<b>Star Rating:</b>	☆☆
<b>Suggested Timing:</b>	10 minutes per session
<b>Learning Objective:</b>	To develop the social skill of communication through talking about feelings
<b>What You Need:</b>	Resource Sheet 3 (My Feelings Diary)


Children can be encouraged to use the Feelings Diary on Resource Sheet 3 on a regular basis. This will help them identify and explore their feelings in a variety of situations.

**Curriculum Links** 

**Northern Ireland**  
Language & Literacy: Talking & Listening: express thoughts, feelings and opinions  
PDMU: Strand 1: Personal Understanding and Health

**Republic of Ireland**  
English: Strand: Emotional and imaginative development through language  
Strand Unit: Developing emotional and imaginative life

## Character Building

<b>Star Rating:</b>	☆☆	<b>Suggested Timing:</b> 40 mins	
<b>Learning Objectives:</b>	To recognise and react sensitively to the feelings of others To begin to realise how our actions can affect the feelings of others To begin to present creative ideas in written form		
<b>What You Need:</b>	Resource Sheet 4 (Sad Sylvie) or a puppet.		

Show the children the 'Sad Sylvie' picture or puppet. Encourage the children to build up a story around her: Who is she? Where is she? What is she feeling? Why is she feeling that?

The children can then use this information to compose a short story about 'Sad Sylvie' as a class. This story can either be written onto a flip chart by the teacher or children can be asked to write their own short stories after class discussion. Alternatively they may wish to create a picture story about Sad Sylvie.

In groups the children could discuss ways in which they think they may be able to make Sylvie feel better. They could then share their thoughts with the class.

### EXTENSION ACTIVITY 1

<b>Star Rating:</b>	☆☆
<b>Suggested Timing:</b>	30 minutes
<b>Learning Objective:</b>	To recognise and react sensitively to the feelings of others To begin to realise how our actions can affect the feelings of others To begin to present creative ideas in written form
<b>What You Need:</b>	Resource Sheet 5 (Nervous Ned & Angry Ali) or a puppet.

Introduce other characters and build stories around them as well e.g. Nervous Ned, Angry Ali, Happy Heidi, etc.

### EXTENSION ACTIVITY 2

<b>Star Rating:</b>	☆☆
<b>Suggested Timing:</b>	15 minutes
<b>Learning Objective:</b>	To discuss ways in which we can help others manage their feelings

In a circle time session, discuss the following questions:


- Have you ever felt like Sylvie?
- If you saw someone in the yard who was looking a little sad like Sylvie, what could you do to help?

#### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening: social use of language (Foundation Stage); tell their own stories (KS1)  
**Writing:** participate in modelled and shared writing  
**PDMU:** Strand 1: Personal Understanding and Health  
 Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
**English:** (First and Second Class) Strand: Competence and confidence in using language  
 Strand Unit: Writing: Creating and fostering the impulse to write

## Not Now!

<b>Star Rating:</b>	☆☆☆	<b>Suggested timing:</b> 20 mins	
<b>Learning Objectives:</b>	To recognise how others are feeling and to explore reasons for this To begin to explore stories/events from varied perspectives		
<b>What You Need:</b>	The story 'Not Now Bernard' by David Mckee, or another picture book exploring the same theme (See Appendix 1)		

Read your selected story to the children. If 'Not Now Bernard' is not available, use another story that the children are familiar with in which a couple of characters are looking at a situation from different perspectives. Ideally the children should be able to relate to the situation in the story.

Discuss with the class how the characters are feeling. Get the children to explain why they think the characters are feeling like that. Do they know anyone who has ever felt like that? If using the story 'Not Now Bernard!' ask the children to begin with Bernard and imagine how he feels. Then they could imagine how his parents feel, i.e. begin to look at the story from the parents' perspective:

Why did they say "not now"?  
 Does anyone at home ever say that to you?  
 Why might they say this?

### EXTENSION ACTIVITY

<b>Star Rating:</b>	☆☆☆
<b>Suggested Timing:</b>	45 minutes
<b>Learning Objective:</b>	To analyse an event from various perspectives

Get the children to design and make masks for each character. Children with Bernard masks could tell the story from his side while the children with Mum and Dad masks tell it from their side.


Don't forget to include the monster! How was he feeling?

#### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening: social use of language (Foundation Stage); exploring drama (KS1)  
**PDMU:** Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
**English:** Strand: Emotional and imaginative development through oral language  
 Strand Unit: Developing emotional and imaginative life

## Picture This

<b>Star Rating:</b>	☆☆☆	<b>Suggested Timing:</b> 40 mins	
<b>Learning Objective:</b>	To begin to develop an awareness of how certain things can affect our emotions		
<b>What You Need:</b>	Resource Sheet 6 (Picture This), Resource Sheet 1 (Emotions Faces)		

Show the symbol cards from Resource Sheet 6 to the children. You might also like to add some more of your own. Ask the class to identify what is represented on each card.


Children can match each of the symbol cards to one of their Emotions Faces cards. Let them explain their choice either to a partner or to the class.

Alternatively, put the children into small groups and give each group a symbol card, or let them choose one for themselves. Ask them to think about their card and to think of the emotions they might associate with it and why. Bring the children back as a whole class and let each group explain their choices.

### EXTENSION ACTIVITY

<b>Star Rating:</b>	☆☆☆☆
<b>Suggested Timing:</b>	15 minutes
<b>Learning Objective:</b>	To discuss feelings and emotional responses in relation to given objects
<b>What You Need:</b>	Resource Sheet 6 ( <i>Picture This</i> )


Use the symbol cards in circle time, as the 'talking object' to stimulate discussion on feelings and emotions.

**Curriculum Links** 

**Northern Ireland**  
**Language & Literacy:** Talking & Listening: language and thinking (Foundation Stage); express feelings and opinions (KS1)  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**English:** Strand: Competence and confidence in using language  
Strand Unit: Competence and confidence in using oral language

## Musical Pictures

<b>Star Rating:</b>	☆☆☆☆	<b>Suggested timing:</b> 45 mins	
<b>Learning Objectives:</b>	To communicate feelings creatively through music and art		
<b>What You Need:</b>	Music that reflects different emotions, e.g. slow music to reflect sadness or loud, fast music to reflect anger*; materials for drawing/painting		

Play one of the music pieces, e.g. a sad piece, and ask the children to close their eyes and see what images come into their heads while listening. Vivaldi's 'The Four Seasons' works well for this activity.

Encourage the children to paint/draw this image.

The children's artwork will form the basis for discussion: What is the picture about? What kind of picture do you think it is? Is it happy/sad? Who is in the picture? Why are they sad? What could we do to make them feel better?

Explore the use of colour with this activity: Why did you choose those colours? How do different colours make us feel? Do we associate certain colours with certain emotions?

### EXTENSION ACTIVITY 1

<b>Star Rating:</b>	☆☆☆☆
<b>Suggested Timing:</b>	30 minutes
<b>Learning Objective:</b>	To communicate feelings creatively through art

Ask children to 'paint' emotions, using the colours they feel best illustrate each one.

### EXTENSION ACTIVITY 2

<b>Star Rating:</b>	☆☆☆☆
<b>Suggested Timing:</b>	45 minutes
<b>Learning Objective:</b>	To communicate feelings creatively through writing
<b>What You Need:</b>	Children's pictures from the previous activities

Partner the pupils up with children from an older class. The older pupils can ask the younger ones to describe the picture that they painted in the main activity and write down what they say. These pictures and descriptions can be the basis for a display.

\* Footnote for teachers: Many music programmes, which you might have in your classroom, have accompanying tapes which you could use. See *It Makes Me Feel Like Dancing*, page 20, for a music-based lesson for younger classes.

**Curriculum Links** 

**Northern Ireland**  
**The Arts:** Music; Art and Design  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**Visual Arts:** Strand: Drawing  
Strand Units: Making drawings; Looking and responding

# COMMUNICATION

**If you think you are too small to make an impact, try going to sleep with a mosquito in the bed**

Anita Roddick

## Learning Intention for this Theme

■ Through this theme children will learn the importance of using a range of communication skills in maintaining and developing their role as members of a community.



image courtesy: School Council, St Mark's PS, Co. Antrim

**“Allow us to tell you what we are thinking or feeling. Whether our voices are big or small; whether we whisper or shout it, or paint or draw or mime or sign it – listen to us and hear what we say.”** (Article 19 from *For Every Child*, UNICEF)

Article 19 of the Universal Declaration of Human Rights states that we all have the right to express our opinions and ideas: “Everyone has the right to freedom of opinion and expression: this includes the freedom to hold opinions without interference, and to seek, receive and impart information and ideas through any media and regardless of frontiers”.

It is important to point out however that subsequent international human rights documents have outlined some restrictions to this right. It cannot, for example, be used to say something which may infringe the rights or needlessly damage the reputations of others. Children should be made to realise that while they are entitled to their opinions, these should be expressed in a way that is not hurtful to others.

Communication is an essential part of the learning process. Through this unit, children develop their speaking and listening skills. They learn that communication is a two-way process which involves listening as well as speaking. They also learn that it is more than just speaking and that it depends on how you communicate (speaking, drawing, miming...) and on how you are heard or understood. The activities included in the section can be used to challenge negative stereotypes about gender, race and disability and can be extended as the learning progresses. They serve to develop high self-esteem in the children and allow each child to understand that their contribution is of value, while also accepting the value of everyone else’s contribution. Children will learn that differences are valuable and that they too have a right to hold different views from their peers. Children will begin to listen to themselves and to develop an understanding of themselves and their own feelings.

This unit will continue to develop empathy skills and help children become more aware of how their words, attitude and actions can affect the feelings of others. This understanding can then be used as a basis for identifying similarities and differences between themselves and others and examining the question of rights on a level appropriate to their understanding. This unit on communication uses practical activities, such as circle time and story telling, as a means of introducing these concepts to children in a way that has relevance to their experiences. The activities are delivered using a range of methodologies that support the teaching and learning practices as laid out in the primary curricula in the Republic of Ireland and Northern Ireland, while also allowing the class to explore many of the issues and topics in SPHE (ROI) and PDMU (NI).

# Name Clapping Game

**Star Rating:**



**Suggested Timing:** 15 mins



**Learning Objectives:** To become familiar with each other's names  
To improve co-ordination and rhythm

This is a good circle time activity to do at the beginning of the year, which will help the class to celebrate and remember all their different names. It can be a good opportunity to reaffirm circle time rules in order to remind children about the importance of respect and making sure that everyone feels included and comfortable.

Give the symbol to one child to start the circle activity (see page 7 for explanation of what a symbol is and how it can be used).

The child says "I am \_\_\_\_\_" and the other children repeat the name while clapping out the syllables in the name. The symbol is then passed to the next child and the activity is repeated all the way round the circle.

Include yourself in the circle. You may need to support some of the children who are initially shy about speaking by gentle encouragement or by saying their name for them. Some classes may need regular repetition of this activity.

When everyone in the circle has had a turn, ask the children to turn to the person next to them or to their Listening Friend (see page 39) and to practise clapping their name. The activity will now be repeated but this time they will say the name of their friend and vice versa.

## EXTENSION ACTIVITY 1

**Star Rating:**



**Suggested Timing:** 10 minutes

**Learning Objective:** To become familiar with each other's names  
To improve co-ordination and rhythm

Repeat the activity using the children's surnames or their full name. This will especially be appreciated by children who have short, one-syllable first names.

## EXTENSION ACTIVITY 2

**Star Rating:**



**Suggested Timing:** 20 minutes

**Learning Objective:** To improve co-ordination and rhythm

**What You Need:** A selection of percussion instruments

Build on this activity during a music lesson, letting children beat out the syllables of their names on percussion instruments.

## EXTENSION ACTIVITY 3

**Star Rating:**



**Suggested Timing:** 10 minutes

**Learning Objective:** To identify syllables in our own names and the names of our classmates

Pupils can make charts of their names and place pictures of drums underneath each syllable in their name.

### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening: identifying syllables (Foundation Stage); recognise features of spoken language (KS1)  
**The Arts:** Music  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**Music:** Strand Unit: Listening and Responding to Music  
**SPHE:** Personal Understanding

## Through The Keyhole

Star Rating:



Suggested Timing: 10 mins



**Learning Objectives:** To begin to recognise that our perception is often only part of the whole picture

To look for evidence and make predictions

**What You Need:** A4 Card, cutting tool, selection of pictures and / or photographs

Cut a hole about 8cm in diameter in each piece of A4 card.

Use the card to mask a picture or a photograph, so that only the small area revealed by the hole can be seen.

Discuss with children what they can see of the picture. Ask them to think about what the rest of the picture might look like and invite one child to come up and draw this on the card or ask the whole class to draw / discuss what they think the final picture might look like.

Compare the children's guesses and drawings with the actual picture. Discuss the fact that they only had part of the picture and so it was difficult for them to accurately know what the whole picture looked like.

### Curriculum Links



#### Northern Ireland

The Arts: Art and Design

Language & Literacy: Talking & Listening: predicting

#### Republic of Ireland

Visual Arts: Strand Unit: Drawing

## One At A Time!

Star Rating:



Suggested Timing: 15 mins



**Learning Objectives:** To share opinions and explain why it is important to listen actively

Ask the class to think about when we share our news in class. Why is it important to share our news?

What would happen if everyone gave his or her news at the same time?

Try it and see:

Ask all the children, except one, to shout out their news at the same time.

Ask the remaining child to make out what is being said.

How much information did that child hear?

Discuss with the class the importance of taking turns when talking and sharing news.

### EXTENSION ACTIVITY

Star Rating:



Suggested Timing:

20 minutes

Learning Objective:

To develop rules as a way of ensuring we all have the chance to voice our opinion

Agree on class rules about communication and try and include the following:

Everyone must be heard.

Everyone must listen.

Encourage the children to remind each other of this if the class ever becomes too noisy. Discuss the various ways in which they can remind each other of their Communication Rules in positive terms e.g. 'Let's listen to what Jane thinks'.

### Curriculum Links



#### Northern Ireland

Language & Literacy: Talking & Listening  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

#### Republic of Ireland

SPHE: Strand: Myself and the Wider World  
Developing Citizenship (My School Community)  
Show Me What You Mean



# I Need Help

**Star Rating:** ★ **Suggested Timing:** 20 mins 🕒

**Learning Objectives:** To identify sources that are available for help and support  
To know how to ask for help and to have the confidence to do this when necessary

**What You Need:** Drawing materials, paper, scissors

Who can children talk to if there is something wrong?

Do a circle round with children, asking them to think about times we have needed help – with our homework, with a problem we’re having at school or home etc.  
Children could complete the sentence, “I needed help when/with...”

Do another round asking children to think about who helped them – a family member, a friend, a teacher etc. A balloon could be used during these circle rounds to effectively symbolise our feelings when we need help and our feelings when we get help. The balloon can be full of air to symbolize the stress, anger or frustration we might feel when we need help and the air can be let out when a solution or source of help is identified to show the relief that we feel.

Remind children that it very important to know that we can ask for help when we need it, especially if we feel worried or unsafe. Never be afraid to ask for help.

Reinforce the ‘appropriate help’ message by reminding children about the structures that exist in school for talking about their concerns. These might include: circle time, Listening Friends (see page 39), peer mentoring, designated child protection officers, and other structures particular to your school.

Make sure children know what these structures are and how they can use them.

## EXTENSION ACTIVITY 1

**Star Rating:** ★★ **Suggested Timing:** 45 minutes

**Learning Objective:** To identify sources that are available for help and support

Ask each child to draw around one of their hands.

Explain that on the finger of each hand they are going to put the name of someone who they can ask for help or who will listen to them if they have a problem they want to talk about.

Children will need to agree with the people named on their fingers that they are happy to be part of this project. An explanatory note for those people could be co-written by the class as a literacy activity.

When all the names on all the fingers have been agreed, ask the children to decorate the remaining space and cut out the hands to use as a wall display and visual reminder for the children that there are people who they can talk to.

## EXTENSION ACTIVITY 2

**Star Rating:** ★★ **Suggested Timing:** 30 minutes

**Learning Objective:** To recognise that we are also a source of support for others

It is also important for children to realise that they are also a source of help for other people. Repeat the activity getting the children to draw around their other hand and to write on the fingers the names of the people – or pets! – who they help. Looking at helping from both perspectives reinforces the message that every one needs help at different times.

### Curriculum Links

**Northern Ireland**  
Language & Literacy: Talking & Listening  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
SPHE: Strand: Myself



## Swap Seats If You Like

Star Rating:



Suggested Timing: 15 mins



**Learning Objectives:** To recognise that there are similarities and differences between us all  
To begin to foster an appreciation of the uniqueness of each person and develop self esteem  
To develop listening and oral communication skills

Ask children to spend a few moments thinking about things they like. Put them in pairs and ask them to talk to their partner about some of these likes. When pairing them up, use methods that will put them in 'fair pairs' to ensure that they are not always paired with the same person.

Explain that it is ok to like different things than your friend and that everyone is different.

Sit the children in a circle and ask them to listen carefully and to follow your directions: "Swap seats if you like cornflakes/ the colour blue/ Scooby Doo/ hopscotch" etc.

Once children are comfortable with this activity they can take turns calling out the directions.

Reaffirm that we are not allowed to use people's names, e.g. "...if you like Mary".

Children should instead be encouraged to think of a quality they like in people, e.g. "...if you like it when somebody shares/smiles/asks you to play..."

This activity can also be carried out with children sitting in their own seats. They can then be asked to, "Stand up if you like..."

Be warned that this activity can be quite noisy!

### Curriculum Links

**Northern Ireland**  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
English: Strand: Competence and confidence in using language  
Strand Unit: Competence and confidence in using oral language

## I Like, You Like

Star Rating:



Suggested Timing: 10 mins



**Learning Objectives:** To develop listening and speaking skills  
To express personal opinion and preference and to show respect for the opinions and preferences of others

This activity can follow on from the previous lesson, "Swap Seats if You Like".

Get the children to sit in a circle and ask them to sit beside someone they don't know very well or their Listening Friend (see page 39). Start a circle round with each child in the circle taking turns to tell the class about a book, place or game that they like.

Ask the children to talk to their partner to find out about things that he or she likes. Again taking turns in the circle, they should say one thing that they have found out about their friend. Some children may initially copy each other but as they increase in confidence they will allow themselves to be different.

Repeat this activity for dislikes. Before getting the children to talk about their dislikes it is important to remind them that they are not allowed to name people in this kind of activity.

Both of these activities can be useful in challenging gender stereotypes, e.g. not every girl likes Barbie and not every boy likes wrestling.

*See over for related Extension Activities >*

# I Like, You Like

## EXTENSION ACTIVITY 1

**Star Rating:** ★  
**Suggested Timing:** 10 minutes  
**Learning Objective:** To develop listening and speaking skills.  
To challenge various stereotypes and preconceptions regarding gender, (dis)ability, etc.

Follow the above activity with a discussion about what the children have learnt about likes and dislikes in order to bring to the fore various issues, such as preconceptions over what each gender 'should' like, and the realisation that everyone has their own personal taste which should be respected and appreciated.

## EXTENSION ACTIVITY 2

**Star Rating:** ★  
**Suggested Timing:** Project  
**Learning Objective:** To express personal opinion and preference and to show respect for the opinions and preferences of others


This activity is useful if the class has links with a class in another school. When visiting or writing to the other school the children could look at ways in which they are similar and ways in which they are different. This could include similarities and differences in school routine and customs as well as in likes and dislikes.

### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening  
**PDMU:** Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
**English:** Talking and Listening

# Mushy Peas? Yes, Please!

**Star Rating:** ★★ **Suggested Timing:** 10 mins   
**Learning Objectives:** To increase our self-awareness by identifying and reviewing personal choice  
**What You Need:** Resource Sheet 7 (Writing Frame)

This activity can be used as a follow-up or extension to the previous two lessons, 'Swap Seats if You Like' and 'I Like, You Like.'

Using the writing frame on Resource Sheet 7 children can complete the sentences by either writing a word, doing a drawing or choosing a picture from a range of pictures based on class themes e.g. food, weather, holidays etc.

## EXTENSION ACTIVITY

**Star Rating:** ★★  
**Suggested Timing:** Project  
**Learning Objective:** To begin to understand that our opinions and preferences can change  
To discuss, compare and analyse similarities and differences within the class

Children can write their 'like' and 'don't like' sentences on card which can then be cut up and used for sorting and graphing activities. They can then add these to the display of names to create profiles, noting similarities and differences. They can also be kept in individual files and used as tools for review. How do our likes and dislikes change over time?

### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Writing  
**Mathematics & Numeracy:** Sorting (Foundation Stage); Handling Data (KS1)  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**English:** Strand: Emotional and imaginative development through language  
Strand Unit: Developing emotional and imaginative life through writing

## Any Name Will Do?

Star Rating:



Suggested Timing: 1 hour



**Learning Objectives:** To understand that our names help to make us unique individuals  
To respect our own name and the names of others

Explain to children that for a part of the day we are not allowed to use names.

Try and follow the normal daily routine for a while referring to people only by the term "you".

Children will react differently – some will find it funny and others will find it frustrating. Expect a degree of chaos to ensue and for the children to also address the adults in the classroom as 'you'.

At the end of the designated time limit, discuss with the class how they felt being called 'you' and calling others 'you'. This activity should have made them appreciate the value of names. Address any issues that arose during the 'you-calling session', for example how to be polite when trying to attract someone's attention.

### Curriculum Links

**Northern Ireland**  
Language & Literacy: Talking & Listening  
PDMU: Strand 1: Personal Understanding and Health

**Republic of Ireland**  
SPHE: Strand: Myself  
Strand Unit: Self-identity (Self Awareness)

## Listening Friends

Star Rating:



Suggested Timing: ongoing

**Learning Objectives:** To explore how friends can support each other  
To help friendships develop among a wider range of children  
To develop children's self-confidence to ask for help when it is needed

This activity can be done either within the class or on a whole school basis.

Pair up children who will then become each other's 'Listening Friend'. If the whole school is involved children can be paired up with someone from a different class e.g. younger children with an older child in the school. If pairing up children within the same class, choose children who do not usually work or play together.

These pairs are to become 'Listening Friends'.

Ask children to think about what a Listening Friend is and how they can help each other.

Help the children to understand the role of a Listening Friend by giving scenarios for the class to discuss how a good Listening Friend would behave. These scenarios should include an example of a child sharing with a teacher something confided in them as a Listening Friend. For example, a Listening Friend is told by their partner that they are being bullied every day in the playground by other children. How would a good Listening Friend behave?

Reinforce this message of asking for help when you need it.

Remind children of the Listening Friends scheme during circle time, assemblies etc.

Encourage children to feed back on their partnerships and see how they develop.

### Curriculum Links

**Northern Ireland**  
Language & Literacy: Talking & Listening:  
social use of language, language and thinking  
PDMU: Strand 1: Personal Understanding and Health

Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
Visual Arts: Strand Unit: Drawing

## Communicating Feelings

Star Rating:



Suggested Timing: 20 mins



**Learning Objectives:**

To recognise and respect the feelings of others

To recognise that communication is a two-way process between speaker and listener

To begin to realize that our actions can have consequences.

**What You Need:**

Resource Sheet 8a (Emily's Paintbox – picture)\*

A story that looks at consequences of actions e.g. 'Emily's Paintbox'

(see Resource Sheet 8b for adaptation of the story if the book is not available).

Show the children the picture based on the story of Emily's Paintbox (Resource Sheet 8a). What do the children think is happening in the picture? How do the various characters feel?

Read the class the story of Emily's Paintbox. Ask the children to recall the reasons why Emily shouldn't paint the tree, flowers, grass etc. For example, the cow couldn't eat red grass.

Explore and discuss how the animals felt when Emily didn't listen.

Look at reasons for positive behaviour. Using class rules as an example ask the children why we should not swing on our chairs or why we should share toys.

Remind children of the importance of telling someone when you feel scared or unhappy.

Discuss strategies to use if you are feeling sad / angry – what can we do?

### EXTENSION ACTIVITY

Star Rating:



Suggested Timing:

20 minutes

Learning Objective:

To recognise and empathize with other people's feelings

Ask the children how Emily felt sitting under the tree. Have they ever felt this way? What makes us feel scared/happy/cross etc?

Link the story with the Feelings Diary (see Teachers' Toolbox, page 10, and Resource Sheet 3 'My Feelings Diary'). Children can pretend that they are Emily and fill in the Feelings Diary to explain how she is feeling.

#### Curriculum Links



##### Northern Ireland

Language & Literacy: Reading; Talking and Listening

PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

##### Republic of Ireland

English: Strand: Emotional and Imaginative development through language

Strand Unit: Reading: Responding to text

\* This artwork is also reproduced on a fold-out A3 poster

## Listen And Colour

Star Rating:



Suggested Timing: 10 mins



**Learning Objectives:**

To develop and practise listening skills

**What You Need:**

Resource Sheet 9 (Listen and Colour), coloured crayons or pencils

This activity is based on the story "Emily's Paintbox" (see Resource sheet 8b) and the activity "Communicating Feelings" (see page 40)

Give each child or pair of children a copy of Resource Sheet 9 (Listen and Colour) and a range of coloured crayons or pencils.

Explain to the class that this is a listening activity and that they should listen carefully to the instructions before they begin colouring.

Call out the instructions - colour the house blue, the grass red, etc. Cater for different ability levels by calling out instructions one at a time, several at a time or all together.

### EXTENSION ACTIVITY

Star Rating:



Suggested Timing:

10 minutes

Learning Objective:

To develop and practise listening skills

What You Need:

Resource Sheet 9 (Listen and Colour), coloured crayons, pencils or pens

Read the story to the class again asking them to colour in their sheet using different colours than those used in the story.

#### Curriculum Links



##### Northern Ireland

Language & Literacy: Talking and Listening

##### Republic of Ireland

Visual Arts: (Infant classes): Strand Unit: Painting

## I See Things Differently

Star Rating:



Suggested Timing: 30 mins



**Learning Objectives:** To recognise that different types of disability can affect communication  
To investigate how our bodies and facial expressions are used as effective communication tools

**What You Need:** Video recorder/DVD player, video/DVD

Get the children to listen to each other with their eyes closed. They should then watch part of a video with no sound and then part with no picture. Ask the class what they understood without the sound /picture; what other clues did they use to tell them what was happening? Discuss how disability affects communication.

### EXTENSION ACTIVITY 1

Star Rating:



Suggested Timing: 20 minutes

**Learning Objective:** To investigate how our bodies and facial expressions are used as effective communication tools

**What You Need:** Video recorder/ DVD player, video/DVD of a silent cartoon or television programme e.g. *Pingu*, *Mr Bean*

Watch an episode of a children's programme that doesn't use language to tell a story, e.g. *Pingu*. This cartoon uses no language, only sounds, and is an effective tool in exploring understanding through body language and facial expression. Discuss how we can still understand how the characters are feeling even though we can't hear them speak.

### EXTENSION ACTIVITY 2

Star Rating:



Suggested Timing: 40 minutes

**Learning Objective:** To investigate how our bodies and facial expressions are used as effective communication tools

Invite someone to the school to show the children books in Braille or to demonstrate sign language.

### EXTENSION ACTIVITY 3

Star Rating:



Suggested Timing: 10 minutes

**Learning Objective:** To introduce children to different spoken languages

Discuss different languages with the class. How many children can say a phrase or greeting in a different language? Introduce some simple words and phrases. A display could be made of these.

#### Curriculum Links



##### Northern Ireland

Language & Literacy: Talking and Listening  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

##### Republic of Ireland

SPHE: Strand: Myself and Others  
Strand Unit: Relating to others

## Say What You See!

Star Rating:



Suggested Timing: 20 mins



**Learning Objectives:** To develop verbal communication skills  
To improve concentration and memory

**What You Need:** Detailed poster/picture

Display a picture/poster with a lot of detail for children to see.

Ask children to study the picture in silence, remembering as much as they can about it.

When time is up hide the picture and ask the children in turn to tell you as much about the picture as they can recall. How would they describe the picture to someone who couldn't see it?

Look at the picture again together and discuss how much of the detail they remembered to include in the description. What did they remember? What did they leave out?

#### Curriculum Links



##### Northern Ireland

The Arts: Art and Design  
Language & Literacy: Talking and Listening

##### Republic of Ireland

Visual Arts: Strand Unit: Looking and Responding

## Sounds Like, Looks Like

Star Rating:



Suggested Timing: 20 mins



**Learning Objectives:** To develop the understanding that we all see things differently

To develop concentration and communication skills

To visually interpret a picture from an oral description

**What You Need:** Paper, drawing materials detailed photograph or picture

Explain to the class that you are going to describe a picture to them which they will not be able to see. They will then have to draw this picture based on your description.

Ask the children to close their eyes and listen carefully, while you describe the picture you are looking at. Repeat the description, asking children to concentrate on what you are saying and on the picture that is being painted in their minds.

Children should now open their eyes and draw the picture they imagine you are looking at.

When everyone has finished, compare their pictures with the original.

Every child's picture will be different. Look for the similarities and differences. See how much detail children were able to record.

Repeat this activity occasionally, as a communication and memory task.

Allow children to be the 'describers' as well as the 'translators'.

### Curriculum Links



#### Northern Ireland

The Arts: Art and Design

Language & Literacy: Talking and Listening

#### Republic of Ireland

English: Strand: Developing cognitive abilities through language

## It's Urgent

Star Rating:



Suggested Timing: 40 mins



**Learning Objectives:** To be able to differentiate between urgent and non-urgent news

To be aware of appropriate methods to communicate urgent news.

To explore how we feel when we are not listened to

**What You Need:** The story 'Not Now Bernard!' by David Mckee or another picture book exploring the same theme (See Appendix 1)

Read children the story, 'Not Now Bernard!' or another similar book. (See suggested reading list in Appendix 1 for details of other books).

Have a class discussion on the story. Get the children to think about the following questions:

Why were Bernard's parents not listening?

What are the occasions when adults don't listen to children?

Make a class list of times when it is not easy to talk to an adult: when they are talking to someone else; putting the baby to bed; standing at the checkout in the shop etc.

Often it is better to wait until someone has time to listen but what if it is urgent? Refer back to what happened in the story – a monster ate Bernard.

Make a class list of urgent things that would need to be told immediately e.g. a fire, a monster, a toddler going on the road. Compare these things with some of the day's stories – e.g. a new pair of shoes; someone was going to the swimming pool after school.

Ask the class to identify the differences between the urgent situations and the day-to-day stories.

Agree on a code or symbol with the class for urgent news. This could be putting a purple leaf on the classroom tree or a special word agreed with parents that they could use if they are in trouble of some sort.

### Curriculum Links



#### Northern Ireland

Language & Literacy: Talking & Listening  
PDMU: Strand 1: Personal Understanding and Health

Strand 2: Mutual Understanding in the Local and Wider Community

#### Republic of Ireland

English: Strand: Emotional and imaginative development through language  
Strand Unit: Reading: Responding to text

## Where Are Names From?

<b>Star Rating:</b>	★★★★	<b>Suggested Timing:</b> Project
<b>Learning Objectives:</b>	To explore the origins and meanings of different names To help children appreciate that our names contribute to our identity	
<b>What You Need:</b>	Materials for making stick on badges, Resource Sheet 10 (Where Are Names From?)	

Help children to make name badges. \*

Explain that every name is special and given for a reason.

Give children opportunities to find out where their names come from and why they were given them. You may want to get the class to use the internet to find out the origin of their names and to find out from home why they were given these names. Alternatively the activity can be done as a homework activity and children can try to find information about their name from their family. If it is done as a homework activity Resource Sheet 10 will be useful in explaining to parents / carers the purpose of the activity and how it can be carried out.

### EXTENSION ACTIVITY

<b>Star Rating:</b>	★★
<b>Suggested Timing:</b>	20 minutes
<b>Learning Objective:</b>	To help children appreciate that our names contribute to our identity

Each child can illustrate their own name with pictures/colours that are important to them. These illustrations can be used as a wall display.

**Curriculum Links**

**Northern Ireland**  
**The World Around Us:** Interdependence: Who am I? (Foundation Stage); 'Me' in the World (KS1)  
**The Arts:** Art and Design  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**SPHE:** Strand: Myself  
 Strand Unit: Self-identity (Self Awareness)  
**Visual Arts (First and Second Classes):** Strand Unit: Drawing

\* If these name badges are laminated or covered with sticky-backed plastic, they can be used again; e.g. if children are meeting up with the pupils from another school that they may have links with.

## Speech Bubbles

<b>Star Rating:</b>	★★★★	<b>Suggested Timing:</b> 45 mins
<b>Learning Objectives:</b>	To encourage children to look at situations from another person's perspective. To use art as a medium for communicating feelings To develop creative story-telling skills	
<b>What You Need:</b>	Paint, paper, speech bubbles and thought bubbles cut out of card, Resource Sheet 8b ("Emily's Paintbox" – story)	

This lesson can be done as a stand-alone activity or as a follow-on activity from "Communicating Feelings" (see page 40). Put the children in groups and give each group a character from the "Emily's Paintbox" story (see Resource Sheet 8b) to paint for a wall display.

Show the children the speech bubbles. Ask them where they have seen these speech bubbles before. You could show them a comic to illustrate how they are used. Get the class to fill in the speech bubble for each character. This could be taken directly from the text or the children could extend what the animals have to say. Depending on the ability of the children, this could be done in their painting groups with one child writing what the group decides, or it could be done as a whole class activity with the teacher writing the agreed words into each bubble.

Introduce children to thought bubbles. Comics will again be useful to help their understanding.

Now ask the children to suggest what the animals are thinking – for example the squirrel could be thinking, "I'm going to be hungry because of her painting. My babies are going to be hungry. What am I going to do?"

### EXTENSION ACTIVITY 1

<b>Star Rating:</b>	★★★★
<b>Suggested Timing:</b>	30 minutes
<b>Learning Objective:</b>	To develop creative story-telling skills

Use the characters painted by children in a puppet show version of the story before they go on the wall for display.

### EXTENSION ACTIVITY 2

<b>Star Rating:</b>	★★★★
<b>Suggested Timing:</b>	Project
<b>Learning Objective:</b>	To develop creative story-telling skills

The class could prepare a drama of the "Emily's Paintbox" story which they could perform for the school. Older classes could get involved to help with prop making or script writing.

**Curriculum Links**

**Northern Ireland**  
**The Arts:** Art and Design  
**Language & Literacy:** Talking & Listening: language and thinking (Foundation Stage), interpret and retell stories (KS1); Writing  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**Visual Arts (First and Second Classes):** Strand Unit: Drawing  
**English:** Strand: Emotional and Imaginative development through language  
 Strand Unit: Reading: Responding to text



## Show Me What You Mean

Star Rating:



Suggested Timing: 45 mins



**Learning Objectives:** To understand that there are many ways of communicating  
To explore non-verbal communication

**What You Need:** Paper, drawing materials, dough/clay, puppets...

Discuss the following statement with the class:

**“Allow us to tell you what we are thinking or feeling. Whether our voices are big or small; whether we whisper or shout it, or paint or draw or mime or sign it - listen to us and hear what we say”.**

(Article 19 from *For Every Child*, UNICEF)

Brainstorm and make a list of different ways of communicating.

Ask the children to think of various ways that they can communicate the information, “A car has four wheels” without speaking. They can describe how they would use mime, drawings, models etc to communicate this.

Put the children in groups and give each group some information that they have to communicate with the rest of the class e.g. ‘Bananas are yellow’, ‘Dogs are bigger than cats’. Tell the children that they cannot speak when passing the information on so they have to think of another way of communicating.

They can use any means they can think of to communicate this information e.g. pictures, dough, puppets, mime or even by making a comic strip.

When the children have finished their preparations, give each group a turn at communicating their news.

Did the rest of the class understand the message?

This activity could be used on a regular basis as a literacy activity.

### Curriculum Links

#### Northern Ireland

The Arts: Art and Design; Drama

PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

#### Republic of Ireland

Visual Arts

English: Strand: Emotional and Imaginative development through language

Strand Unit: Reading: Responding to text



Theme

3



# COOPERATION

## Learning Intention for this Theme

■ The activities in this theme will introduce children to skills that will enable them to work effectively with others.



image courtesy: Malvern PS, Belfast

Young children are by their nature self-centred and embark on a journey when learning how to share, take turns and be patient. While much of this early learning for life takes place within the home, co-operation is an essential part of being a member of a class in school. Teachers have the challenging role of helping children to play, work, learn and live with others.

Human rights education is ‘others-centred’ and seeks to encourage co-operation among different nations, creeds, backgrounds and abilities. The ability to co-operate and value the process of working with others has to be taught through varied experience and then nurtured as each child matures.

**What affects everyone  
can best be solved  
by everyone**

Anonymous

## That's Handy!

**Star Rating:**



**Suggested Timing:** 15 mins



**Learning Objectives:** To recognise similarities and differences between ourselves and others  
To value each other's abilities and talents  
To explore how we can work together to make the most of our abilities

Explain that we are going to do some thinking about our hands and how we use them. Start by giving the class some simple instructions to engage them in these activities:

Put one hand behind your back. Put the other hand up in the air. Wave at me. Make a fist. Stretch out all the fingers etc.

Point out that all of our hands are different in size, shape and appearance. Some people may have an injury or disability. Let the children talk about this.

Brainstorm with the class on some activities for which they use their fingers/hands. Draw up a class list and invite children to mime some of the many different ways they use their fingers and hands, e.g. tying laces, washing, playing the recorder...

Now group children into pairs or small groups of three or four. Mime an activity from the class list to the class, asking the children to look closely at how you are using your hands. In their groups ask them to work out how they would carry out the same activity using only one hand/no hands at all/only their fingers and not their thumbs etc. Would they still be able to do the activity themselves or would they need help from another person?

Bring the class back together and discuss the solutions they have come up with. How many of these solutions depended on help from another person? How does it feel to work together and to play together?

### EXTENSION ACTIVITY 1

**Star Rating:**



**Suggested Timing:** 15 minutes

**Learning Objective:** To understand how we use our hands and feet for various activities

**What You Need:** 'My Hands' and / or 'My Feet' by Aliko

Read the children the books *My Hands* or *My Feet* by Aliko (see Appendix 1 for book details). These books could alternatively be used as an introduction to the main activity.

### EXTENSION ACTIVITY 2

**Star Rating:**



**Suggested Timing:** 30 minutes

**Learning Objective:** To value each other's abilities and talents.

**What You Need:**

To explore how we can work together to make the most of our abilities  
Paper, drawing materials, scissors, glue, display card, letter stencils

Get the class to work together on the heading for a display called, "We Work Together, We Play Together".

Decide what tasks need to be done to produce the heading, e.g. draw around the letter stencils, cut out the stencilled letters, colour them in, stick them on to the display, decorate the background...

Let the children work together in small groups to carry out the various tasks needed to produce the heading.

Explain that all of our artwork on this 'co-operation' theme will go into this display to remind us that by working together and playing together we can make the best of all our different talents and skills. This activity could also be carried out together with other classes within the school.

#### Curriculum Links

##### Northern Ireland

**PDMU:** Strand 1: Personal Understanding and Health

**Physical Development & Movement**

**The World Around Us:** Interdependence

(Foundation Stage), Science

and Technology (KS1)

**The Arts:** Art and Design

##### Republic of Ireland

**Science:** Strand: Living Things

Strand Unit: Myself

## All Different, All Equal

Star Rating:



Suggested Timing: 30 mins



**Learning Objectives:** To begin to recognise that although we are all different we are all equal  
To understand how we can help each other by working and playing together  
To explore relationships with people who help us

Begin by reading this story to children, using your fingers and thumb to illustrate each of the 'characters':

*Look at my hand because I want to tell you a story about it.*

*One day the fingers started to argue about who was the best!*

*Peter Pointer spoke first. 'I think that I am the best and most important finger in the hand because when someone needs to know the way, I can point them in the right direction. Without me everyone would be lost!'*

*'Wait a minute', said Toby Tall, 'I am longer than any of the rest of you. The biggest is the best.'*

*'Excuse me', said Ruby Ring, 'I know that I am the most important because I wear gold and silver and diamonds. How beautiful I am!'*

*'Sssh... It's my turn now', said Baby Small, 'I may be the smallest finger of the whole hand but who else can run all the way around the mixing bowl to lick the chocolate icing when a cake is baked?'*

*There was silence.*

*Only the thumb had not yet spoken.*

*'I am the thumb – yes not even called a finger but without me, could you hold a pencil, open your coats, peel a banana or brush your teeth? You'd find it hard, and so would I, if I didn't have all of you to help me. We all need each other. No one finger is better than the rest. We are all equally important. Now, let's shake hands and remember that we need each other to be the best hand we can.'*

Finish the story by shaking hands with one child and asking them to 'pass it on' by shaking hands with the person next to them.

Have a class discussion about some of the issues in the story:

Why did some fingers think they were more important than others?

How was the thumb able to stop them arguing?

Have we ever felt more /less important than someone else at school /home?

How can you help someone at home /school who's feeling 'small'?

Can you think of a time when someone helped you at home /school?

How does it feel when someone helps us or we are able to help someone else?

## EXTENSION ACTIVITY 1

Star Rating:



Suggested Timing: 20 minutes

Learning Objective: To recognise and appreciate the people who help us

What You Need: Paper, drawing materials, scissors

Explain to the class that we are going to draw around our own hands, colour and cut them out for a display. These could be added to the 'We Work Together, We Play Together' display (See *That's Handy*, Extension Activity 2, page 51). Each child will need 2 cut-outs. Some children might find it difficult to draw around their hands and cut them out. This could therefore be a task which is set for homework or the class could be paired with children from an older class who could help them in this activity.

On one cut-out, ask children to write their name and to decorate it as they wish.

We will use the other as a 'helping hand'. On each finger of their 'helping hand' children should draw a picture or write the name of a person who has helped them today, at school or at home. Explain that helping hands can be updated and added to, so it doesn't matter whose names are on them today. Invite children to place their cut-outs in the display. Finish with a circle time round, allowing each child to share with the class who they have included on their helping hands.

These activities can be repeated as regularly as you like to reinforce the message of co-operation in the classroom, school and home.

## EXTENSION ACTIVITY 2

Star Rating:



Suggested Timing: 20 minutes

Learning Objective: To recognise and appreciate that we provide help and support for others.

What You Need: Paper, pencils, coloured pens, scissors

Repeat the above activity, getting the children to write on the fingers of a cut-out of their hand the names of people (or pets!) who they help. These cut-outs should also be placed on the 'We Work Together, We Play Together' display.

### Curriculum Links

**Northern Ireland**  
The Arts: Art and Design  
Language & Literacy: Talking & Listening  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
SPHE: Strand: Myself and the Wider World  
Strand Unit: Developing Citizenship

## Class Jobs

Star Rating: ★★

Suggested Timing: 15 mins 

**Learning Objectives:** To begin to recognise the interdependence of members of the class community  
To begin to understand that working together as a team benefits the whole group  
To involve children in a decision making process

**What You Need:** Pens and paper, a box or bag

Ask children to think about the jobs that need to be done in the classroom and make a class list e.g. distributing books or pens, giving out milk, litter duty, bringing messages to the office or to other teachers, being a group leader etc. Help the children think of the less obvious jobs like making sure the light is turned off when we all leave the classroom.

Whose jobs are these? Do we all agree that we should all help and take turns to do the jobs that need to be done?

Ask every child to write their name on a piece of paper and to put it into a box.

To help decide who does which job, we could work our way down the list and pick names out of the box for each task. Do children think that this method of allocating jobs is fair? If not, can they suggest an alternative method? One alternative would be to pick a name out of the box and ask each child in turn which job they would like to do, and why they think that job is important.

Display the list of class jobs in a prominent place and review the tasks regularly.

Remind children that we work together and play together to make the most of all of our skills and talents and to help each other feel happy and safe.

Where there are more children than jobs, decide if tasks can be rotated on a daily or weekly basis.

### Curriculum Links

**Northern Ireland**  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
SPHE: Strand: Myself and the Wider World  
Strand Unit: Developing Citizenship

## Co-operative Games

Star Rating: ★★

10 mins per game 

**Learning Objectives:** To develop co-operative skills through participating in non-competitive team games

**What You Need:** A large space

Try some of these co-operative games in the playground or assembly hall to get everyone working and playing together.

### Elephant and Palm Tree

In this game, children act in threes to become either an elephant or a palm tree, at the order of the caller.

To make the elephant, the person in the middle of each group of three should bend down with their arms stuck out in front of them to make a trunk. The people on either side will become the ears by sticking their arms out to their sides to make a triangle.

To make the palm tree, the middle person should stand up straight with their arms above their head to make the trunk of the tree. The people either side will become the branches by sticking their arms out to the side and waving them around.

Make a big circle with room for everyone and have a rehearsal first with groups of three practising making 'Elephants' and 'Palm Trees'. Ask a child to then come into the middle of the circle to be the 'caller'. The caller should point to someone in the circle and call out either 'Elephant' or 'Palm Tree'. The person pointed to makes the middle part of the elephant or palm tree with the two children on either side taking the parts of the elephant's ears or the tree's branches.

### Human Pretzel

Two children should turn away or cover their eyes as the others hold hands in a circle and twist themselves over and under and through each other without dropping hands. The two people waiting are challenged to untangle the group.

The 'Pretzel' should co-operate as the 'untanglers' figure out who goes where.

### Knots (a variation of Pretzel)

Children stand close together in a circle. Everyone closes their eyes and puts one hand into the middle of the circle. On the order, 'Knots!' each person takes someone else's hand. Still with their eyes closed, children put their other hand into the circle and again on the order, 'Knots!', find another hand to hold on to. Everyone should now open their eyes and work together to try and untangle themselves without dropping hands.

### Curriculum Links

**Northern Ireland**  
Physical Development & Movement  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
Physical Education: Strand: Games  
Strand Unit: Creating and Playing Games

## Finger Pictures

Star Rating:



Suggested Timing: 30 mins



Learning Objectives:

To practice working together co-operatively  
To experiment with simple hand and finger-print techniques

What You Need:

Large sheet of paper, paint, newspaper to cover desks,  
tissue / kitchen paper

Tip: Put paint in small trays for handprints. Fingerprints can be done more easily using paint in yoghurt containers.

Explain to the class that they will be working in groups to make pictures using only their handprints and fingerprints. These pictures could relate to a theme the class are already working on, for example, 'My School' or 'My Community'.

Ask the children in each group to agree on a title for their picture, before starting to paint, and to think about the things that will be in their picture. Give them time to experiment with the shapes and designs they can make with their fingers and hands, and to consider how each pattern and shape can make up part of the overall picture. Remind the children that we are working together as a team and everyone should be able to help with the picture.

In their groups children should work together to complete their picture.

At the end of the session, allow children from each group to take turns displaying their picture and explaining how they worked together to complete it.

Talk about any problems the group had working together.

Place the finished work in the 'We Work Together, We Play Together' display. (See *That's Handy*, Extension Activity 2, page 51).

### Curriculum Links



#### Northern Ireland

The Arts: Art and Design  
PDMU: Strand 2: Mutual Understanding in the  
Local and Wider Community

#### Republic of Ireland

Visual Art: Strand Print  
Strand Unit: Making Prints  
SPHE: Strand: Myself and the Wider World

## First Day Stories

Star Rating:



Suggested Timing: 30 mins



Learning Objectives:

To be welcoming of difference and to include others in our work  
and play  
To appreciate that we are all equal regardless of differences

Ask children to think about their first day at school.

You might want them to refer to and add to their feelings diaries for this activity (see Resource Sheet 3 and *Feelings Chart*, Extension Activity, page 21).

What do we remember? How did we feel? What was the most difficult thing about that first day? Can we remember someone who was helpful or kind to us? How do we feel now when we come to school? What has changed to make us feel like this?

Explain that we are going to work in small groups to think about what it would be like to be a new child in our class and how we could work together to make them feel welcome.

Give each group one of the scenarios below or come up with some of your own:

*It is John's first day. He has never been away from his mum before and he cries all morning. How can we help him feel happy and safe in our class and at our school?*

*It is Ligia's first day. Her family just moved here from Portugal and she doesn't speak any English. How can we help her feel happy and safe in our class and at our school?*

*It is David's first day. He has Cerebral Palsy and uses a frame to help him walk. How can we help him feel happy and safe in our class and at our school?*

*It is Anna's first day. She has moved from an all girls' school and isn't used to having boys in her class. How can we help her feel happy and safe in our class and at our school?*

For each scenario, ask the class to think about how the new child is feeling. What might they be worried about? What might be difficult for them on their first day? How could we help them feel part of our class/school community? If the children have done the artwork in *That's Handy* (page 50) or made the jigsaws in *The Bigger Picture* (page 60), it may be useful for them to refer to this. Let each group feedback to the class. See if there are answers common to all of the scenarios and if the class can agree on a welcome plan for new children.

See over for related Extension Activities >

## First Day Stories

### EXTENSION ACTIVITY

**Star Rating:** ★★★★★

**Suggested Timing:** Project

**Learning Objective:** To recognise and appreciate the feelings of people new to the school  
To develop collaboratively a strategy for welcoming newcomers to the school

As a **whole school extension**, children could interview other children, staff and parents, finding out about their first days at school and gathering their opinions on what they can do co-operatively to make their school welcoming and inclusive. This work could be shared with the whole school through assemblies, corridor displays and the creation of a 'Welcome Charter' for all classes.

#### Curriculum Links

**Northern Ireland**  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
English: Strand: Developing cognitive abilities through oral language



## Snakes & Ladders

**Star Rating:** ★★★★★

**Suggested Timing:** Project

**Learning Objectives:** To develop co-operative skills through doing a group task

**What You Need:** Resource sheet 11a (Snakes and Ladders Board), Resource sheet 11b (Snakes and Ladders Templates), coloured paper/card, scissors, counters and dice

*Tip: Photocopy the resource sheets to A3 size*

Play a game of Snakes and Ladders with the children or, if it is a game that you are sure that they are already familiar with, discuss what happens if you land on a square that has a ladder or a snake in it. Explain to the pupils that they are going to design their own Snakes and Ladders board. Put the children into groups and give each group a grid, some paper and, if necessary, the page of snakes and ladders templates.

Explain that for each ladder square on their board they must think of something good and helpful that could be done in class, and for the snake squares they must think of something unhelpful/unacceptable that children might do in school. The class can brainstorm some examples of these before starting work in their groups, for example:

You tidy up after play – Climb the ladder.

You call someone names – Go down the snake.

The class should then list the tasks that they have to undertake as a group in order to complete their Snakes and Ladders board e.g: numbering the squares 1-100; designing and cutting out the snakes and ladders; colouring in; neat writing; sticking on. Back in their groups they should decide on how the tasks will be divided among them and begin to make their board.

Once all the boards have been completed, allow groups to play each other's games. Review the exercise with children asking how it felt to work as part of a team and to create a new game that everyone can share.

### MODIFICATION OF ACTIVITY FOR YOUNGER CLASSES

**Star Rating:** ★★

**Suggested Timing:** 45 minutes

**Learning Objective:** To develop co-operative skills through doing a group task

**What You Need:** Materials to make a display e.g. card, pens, scissors

Younger classes may find it easier and more appropriate to make a giant class ladder and a giant class snake. The children can be put into groups to brainstorm suggestions for helpful deeds to put on the ladder and unhelpful ones to put on the snake. They can then decorate the snake and ladder which can be put on display as a reminder of examples of positive behaviour.

#### Curriculum Links

**Northern Ireland**  
The Arts: Art and Design  
Mathematics & Numeracy: Understanding Numbers  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
Mathematics (First and Second Classes):  
Strand: Number Strand Unit: Counting and Numeration

# The Bigger Picture

Star Rating:



45 mins per jigsaw



**Learning Objectives:** To identify ourselves as being part of the school and the wider community  
To develop a respect for the role that each individual plays in these communities  
To begin to understand the interdependence of people in the local community

**What You Need:** Resource Sheet 12 (Jigsaw Template), coloured pens

**Tip:** Blow the jigsaw template up to a larger size and photocopy onto white card. Mark the back of each jigsaw piece with pencil so you know which jigsaw they belong to. Ziplock bags are a handy way of storing the jigsaws

Explain to the class that we are going to make our own jigsaws: one about our class, one about our school and one about our community. These can be undertaken as separate activities on a number of different days.

Once made, these jigsaws can be used in small group or pairwork and during circle time to reinforce all of the themes covered in this education pack.

Don't forget to get the children to update them when necessary, e.g. in the event of someone moving away, or a new child joining the class.

Create jigsaws for any community of interest you like e.g. 'People who live in my street', 'People who helped me today', 'People I love' etc.

## CLASS JIGSAW

Prepare the jigsaw template beforehand, either by using the template provided on Resource Sheet 12 or by drawing your own on white card. There should be enough jigsaw shapes for each child in the class plus the teacher and any classroom assistants or helpers. If there are more people in the class than pieces in the jigsaw template, you will need to divide some of the larger pieces in two until you have enough.

Give each child a piece of the jigsaw.

Keep one piece aside for yourself, and additional pieces for any classroom assistants or helpers you may have.

Ask children to draw a self-portrait on their piece of the jigsaw and to write their name on the back. Collect the pieces and ask the children to try to put the jigsaw together again co-operatively by allowing them in turn to take a piece which they will try to place correctly.

There will be at least one obvious gap for the pieces that have been kept aside by the teacher.

Remind children about their class jobs and of all the children who have helped do these.

Ask them who else helps in class and get children to draw these portraits to complete the jigsaw.

Invite children in small groups to see how removing one or more pieces from the jigsaw changes things. What would we miss if this person weren't part of our bigger picture? Ask children to think about what they have learned about the people in their class.

Use the jigsaw regularly in pair and small group work to remind children that we are all important and we all belong.

## SCHOOL JIGSAW

Undertake a similar activity to create a 'school' jigsaw.

Children will have to think about who the people are who make up our school community and how to represent them in the jigsaw, e.g. each class could be represented on separate pieces with other pieces used to represent people like the school secretary, cleaner, caretaker, lollipop man/lady, etc. Use this jigsaw in a similar way to help children appreciate the diversity of people who make up our school community and how much we depend on each other.

If possible arrange a visit to class by the school cleaner/caretaker/secretary to talk about their job in school.

## COMMUNITY JIGSAW

For this jigsaw, give each child their own template, which they can cut into pieces later. Make sure templates are initialled on the back before allowing children to cut them up.

Explain that we all come from different families and maybe even areas and we all have different people outside of school who help us in our daily lives. Help children brainstorm on who these people might be, e.g. family members, neighbours, bus driver, local shopkeeper, after-school carer etc.

Make sure children put themselves at the centre of this jigsaw!

When they have finished, get the children to work in pairs to complete each other's jigsaws and to find out from the jigsaw-maker who the people in the pictures are.

If possible, invite parents or members of the local community (shop keeper/bus driver/farmer etc) who the children have represented in their jigsaws, to visit the class and talk about their work.

### Curriculum Links

**Northern Ireland**  
**The Arts:** Art and Design  
**PDMU:** Strand 2: Mutual Understanding in the Local and Wider Community  
**The World Around Us:** Interdependence (Foundation Stage), Geography (KS1)

**Republic of Ireland**  
**Geography:** Strand: Human Environment  
Strand Unit: Living in the Local Community

(Based on *The Jigsaw Puzzle of Life*, an activity from *Celebrating Difference – Part 1* by CrossCare (Traveller Programme), see [www.crosscare.ie](http://www.crosscare.ie) for more information).

## Where's My Dinner?

**Star Rating:**



**Suggested Timing: Project**

**Learning Objectives:** To begin to understand the interdependence of people throughout the world  
To develop an awareness of how food is grown and processed

**What You Need:** Pencils, coloured pens, paper plates, scrap materials, drawing pins, world map

Ask the children to think about what their favourite meal is and to draw this on paper. Hand out the paper plates and let the children draw or 'make' their favourite meal using the coloured pencils and scrap material.

Get them to share these favourite meals in a 'show and tell' circle session and make a list of the different types of food represented.

Explain that we are going to try and find out where some of these foods come from. This can be undertaken in class as a library or internet search and also for homework with children bringing in a piece of food or packaging which clearly states where the food has come from. Stick a pin in the world map for each place of origin and make a classroom display using the map and the packaging.

Ask the children to look at their favourite meal on their paper plates again and to see if they can locate the place on the map where any of it has come from. How did it get from there onto their plate?

The following questions will help the children think about the journey that their food has undertaken:

Who served it? Who cooked it? Where did s/he get it?

Who put it in the fridge? Where did s/he get it?

Who put it in the shop? Where did s/he get it?

Ask the children to think about the jobs that people in this chain have and help them with the vocabulary for this, e.g. farmer; picker; packer; driver; factory worker; supermarket worker etc. You might like to use this example of some people involved in the journey of orange juice to help children think about how the chain works. Invite children to mime each of the roles in the chain:

One child plants the orange tree seed.

Next child picks the orange

Next child washes, prepares and chops the orange

Next child is the juice extractor

Next child is the juice carton maker

Next child seals the juice cartons and labels them

Next child is the crate packer for cartons

Next child is the lorry driver

Next child is the factory manager

Next child is the delivery supervisor

Next child is the pilot/ship captain

Next child is the supermarket purchaser

Next child is the customer.

Next child is the child at breakfast drinking their juice!

(Adapt as necessary)

In small groups, ask children to choose one type of food from the display and to think about the many people who co-operate in the journey of their food.

Get them to draw or write the names of these people on pieces of paper which can then be joined together to make a chain or booklet.

Children may find it easier to work backwards in the chain, from table to origin.

Allow each group to role-play the journey of their item of food and to display their chains/ booklets.

### EXTENSION ACTIVITY 1

**Star Rating:**



**Suggested Timing:**

45 minutes

**Learning Objective:**

To begin to understand the interdependence of people throughout the world  
To develop an awareness of how food is grown and processed

**What You Need:**

Resource Sheet 12 (Jigsaw Template), card, colouring pencils

Following on from the "The Bigger Picture", children might like to make a 'Journey of Food' jigsaw to represent all of the people who help us get the food we eat.

### EXTENSION ACTIVITY 2

**Star Rating:**



**Suggested Timing:**

Project

**Learning Objective:**

To begin to understand the interdependence of people throughout the world  
To begin to recognise how choices we make will affect other people

This work could be extended into a **whole school project** with the introduction of fairtrade information and material.

Children, staff and parents could work together to organise a fairtrade day at school.

#### Curriculum Links

##### Northern Ireland

**The Arts:** Art and Design  
**PDMU:** Strand 2: Mutual Understanding in the Local and Wider Community  
**The World Around Us:** Interdependence (Foundation Stage), Geography (KS1)

##### Republic of Ireland

**Geography (First and Second Classes):**  
Strand: Human Environment; Strand Unit: People at Work



# RESPECT & RESPONSIBILITY



How wonderful it is that  
no-one needs to wait  
a single moment before  
starting to improve  
the world

Anne Frank

## Learning Intention for this Theme

■ It is the learning intention of this theme to provide children with opportunities which will encourage them to develop the attitude of respect for human rights through learning to respect themselves, other people, property and the environment. Through the activities in this theme children will develop an understanding of the positive impact they can make both in their own lives and in the wider community.



image courtesy: Griffeen Valley ETNS, Co. Dublin

Teaching 'respect' in the Foundation Stage/Junior Classroom lends itself to the development of positive relationships with parents, teachers and friends. It strengthens self-confidence by encouraging and generating positive feedback from peers.

It is intended also that children will begin to understand the importance of personal responsibility, for their behaviour and actions, and of collective responsibility, in contributing to the local and wider community.

This learning is action-based and seeks to provide opportunities for children to become agents of change, by identifying issues at school, at home and in the wider community that affect them and encouraging children to look at what they and others can do.


Children will also learn that while adults make many decisions on their behalf, they are entitled to have a say in the decisions that affect them.

A positive classroom environment in which children experience both respect and responsibility on a daily basis in their work and play will complement the lessons and activities.

Whole school extensions of these and other suggested activities will be valuable in building a school community of respectful, respected and responsible students

## My Special Place

Star Rating: ★

Suggested Timing: 15 mins 

**Learning Objectives:** To recognise that we have attachments to certain places  
To show respect for the places valued by others

**What You Need:** Photographs and /or pictures of 'favourite places'

Show the class the postcards and photographs of your own favourite places and talk about why they are important to you.

Ask the children to make themselves comfortable and to close their eyes and relax. Ask them to forget about the distractions of the classroom and instead imagine they are in a place that is special to them – a place where they feel happy and safe. It might be a place they know very well, or a place they have only been to once. It might be a place where other people go or it might be a place only they know about. It might be an imaginary place - somewhere they can visit any time they like, just by imagining it.

Ask the children to keep thinking about their special place:

- What can they see?
- What can they hear?
- What kind of things do they do there?
- How do they feel?
- Is there anyone else there?

Allow them to enjoy a final minute in their special place before coming back to the classroom. Now ask them to open their eyes. Give the children some time to describe their special place either to a friend or the class.

(Based on 'Special Places', an activity from 'Partners in Rights', Save the Children 2000. See [www.savethechildren.org.uk/publications](http://www.savethechildren.org.uk/publications) for more information)

### EXTENSION ACTIVITY 1

Star Rating: ★★

Suggested Timing: 15 minutes

**Learning Objective:** To begin to cultivate a respect for the environment  
To show respect for the places valued by others

**What You Need:** Drawing materials

Ask the children to quietly draw their special place. Let them share some of the things they were thinking about, by showing their drawings to the rest of the class.

In class discussion or in circle time talk about the importance of having a place that is special to them alone.

How would they feel if someone tried to spoil that place?  
How can they make sure that they show respect for other people's special places?

### EXTENSION ACTIVITY 2

Star Rating: ★★★★★

Suggested Timing: Project

**Learning Objective:** To begin to cultivate a respect for the environment  
To show respect for the places valued by others

**What You Need:** A small cardboard box for each child; craft/scrap materials, e.g. pieces of coloured paper, card, fabric, wallpaper, lollipop sticks, buttons, feathers, craft straws...

**Preparation:** Each cardboard box should have the front cut out so it is shaped like a theatre. Time allowing, the boxes could be painted white.

Give each child a cardboard box. Explain that they are each going to recreate their special place as a 3-D model. They should use their drawings as the starting point and then decide what things they need from the materials you have provided.

These models could take some time! You might therefore want to return to this activity at different times, allowing children set periods of time to work on their models. Children could also add to the 'scrap' resources over this time with donations from home.

When the models are finished, ask children to get together in pairs and share their special places, explaining to each other what they like best about this place and how it makes them feel.


In class discussion or circle time, talk about the importance of having a place that is special to them alone.  
How would they feel if someone tried to spoil that place?  
How can they make sure that they respect other people's special places or feelings?

#### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening  
**The World Around Us:** Place  
**The Arts:** Art and Design  
**PDMU:** Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
**English:** Strand: Developing cognitive abilities through oral language  
**Visual Arts:** (First and Second Class):  
Strand: Construction; Strand Unit: Making Construction

## Granny, Caboodle & Me!

<b>Star Rating:</b>	★	<b>Suggested Timing:</b> 15 mins	
<b>Learning Objectives:</b>	To compare and contrast the lives and homes of children within the classroom		
	To foster a respect for the home life of classmates		
<b>What You Need:</b>	Any short story about a family		

Start this activity by reading a story to the class about a family or remind them of a family they may have met in a recent story.

Ask the children to think about the different people who made up the family in the story:

How similar or different is this type of family to their own?

What makes their family special to them?

Ask them to think about the people in their family:

Who are they? What are their names? What ages are they? What do they do? What do they look like?

How do they make them feel? Ask the children to share these stories in pairs.

### EXTENSION ACTIVITY 1

<b>Star Rating:</b>	★★
<b>Suggested Timing:</b>	15 minutes
<b>Learning Objective:</b>	To compare and contrast the lives of various types of families To foster a respect for all types of family structure
<b>What You Need:</b>	Resource Sheet 13a (Family Portrait Pictures) and Resource Sheet 13b (Family Portrait Stories)

Show the class the family portrait cards in turn, reading the story that relates to each one.

Ask the children what they remember about each family.

Were there similarities and differences with their own families?

Discuss the fact that there are many different types of families in the world.

Some might look a lot like theirs and some may look very different.

The important thing is that we all feel loved and cared for by our families.

### EXTENSION ACTIVITY 2

<b>Star Rating:</b>	★★
<b>Suggested Timing:</b>	45 minutes
<b>Learning Objective:</b>	To foster a respect for all types of family structure
<b>What You Need:</b>	Drawing materials


Make a classroom display of the family portraits and invite children to add to these with their own family portrait. They could also include portraits of families they have met in a book.

#### Curriculum Links

**Northern Ireland**  
The World Around Us: Interdependence  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
History: Strand: Myself and My Family Strand  
Unit: My family or the family of a person I know

## Healthy Eating, Happy Living

<b>Star Rating:</b>	★	<b>Suggested Timing:</b> 40 mins	
<b>Learning Objectives:</b>	To give examples of a healthy/unhealthy diet		
	To understand the effects of a healthy/unhealthy diet		
	To develop a sense of personal responsibility with regard to our health and body		
<b>What You Need:</b>	Pencils, paper, colouring pencils, scissors, lunchbox		
	<i>This lesson can be taught alongside "Where's My Dinner?", page 62.</i>		

Brainstorm with the children on what they know about healthy eating:  
What kinds of food are good for us /bad for us? Do we know why?

Help children by supplementing important, relevant information.

Get the class to make a list of food that is good for us and another list of food that is bad for us. Where there are cultural differences in the foods children choose, highlight and explain these to children.

Tell each child to pick an item of food from either list and to draw, colour and cut this out. Use these cut-outs for the 'lunchbox' activity below. They can also be used to illustrate the list.

In pairs children should choose 5 items that would make up a healthy lunch. Using the lunch box as a prop invite one of the pairs to take the cut-outs that correspond with their 5 items and place these in the box.

Ask the class if they agree with these choices and to explain why they are good for us to eat.

Repeat the exercise with other pairs as many times as you need to.

You might also like to reverse the activity and have children make up an unhealthy lunch and to explain what these choices might mean for our bodies and our health.

For example, how well could they run, play ball, dance and even sleep if they didn't have the right foods to give them energy and help them grow?

As children, they don't always have choices about what they eat.

Who makes these decisions for them? Parents/Guardians? School cooks?

How can they share their learning to make sure that those who care for them give them food that keeps them healthy and strong?

*See over for related Extension Activities >*

# Healthy Eating, Happy Living

## EXTENSION ACTIVITY 1


**Star Rating:** ★★  
**Suggested Timing:** Project  
**Learning Objective:** To develop a sense of personal responsibility with regard to our health and body

Develop a **whole school aspect** to this work by getting pupils to help develop and promote the school's healthy eating plan by working together with other children, parents and school dinner staff.

## EXTENSION ACTIVITY 2

**Star Rating:** ★★  
**Suggested Timing:** 30 minutes  
**Learning Objective:** To find examples of healthy / unhealthy food eaten around the world


Give children examples of various foods eaten around the world and let them discuss whether they think they are healthy/unhealthy.

**Curriculum Links** 

**Northern Ireland**  
The World Around Us: Interdependence  
(Foundation Stage): Science and Technology, Geography (KS1)  
PDMU: Strand 1: Personal Understanding and Health

**Republic of Ireland**  
SPHE: Strand: Myself  
Strand Unit: Taking Care of My Body (Food and Nutrition)

# We All Belong!

**Star Rating:** ★★ **Suggested Timing:** 20 mins   
**Learning Objectives:** To realize that we have things in common with many different people  
To develop an understanding of our own identity  
To develop a respect for other people's identities  
**What You Need:** A large space

Ask the children to form a circle and explain that they are going to group themselves based on things they have in common, e.g. favourite TV programme, birthday month, favourite food, number of people in their family, favourite animal, shoe size, favourite sport etc.

Explain that you will call out each 'group identity' in turn. The children should repeat their answer over and over as they move around the room. When they find someone saying the same thing, they should link arms and continue to move around together repeating their answer, until all the groups are formed.


Repeat the activity with other categories and encourage children to think up some of their own.

As a variation you could introduce the use of different voices, e.g. getting children to whisper the number of people in their family, sing the name of their favourite food, or make the noise of their favourite animal instead of saying its name.

Come back together as a group and talk about what has been learnt:

- Did groups always have the same number of people in them?
- Did children find themselves in groups with people they didn't think they had much in common with?
- How did it feel to be part of a group?
- Did anyone find themselves alone? If so, how did they feel?

Can we always tell what people will be like just by looking at them?

**Curriculum Links** 

**Northern Ireland**  
Language & Literacy: Talking & Listening  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
SPHE: Strand: Myself  
Strand Unit: Self Identity (Self Awareness)

(Based on 'Looking at our identity', from 'Partners in Rights', Save the Children 2000.  
See [www.savethechildren.org.uk/publications](http://www.savethechildren.org.uk/publications) for more information)

## Waste Not, Want Not

**Star Rating:**



**Suggested Timing:** 40 mins



**Learning Objectives:**

To explain the process of recycling  
To understand how recycling can help us to protect our environment.  
To recognise that we can all play a role in maintaining a safe and healthy environment for all

**What You Need:**

Selection of packaging and materials that might be found in a litterbin: cardboard, plastic, glass, food etc.; drawing materials

Put the contents of the litterbin that you have gathered together into a bag or a box and show it to the class. Take the 'rubbish' out of the 'bin' and give the children a few minutes to notice as much as they can about the contents before you put them back.

Now ask children to try to remember what was in the bin and to make a list of the things they remember. Ask them to think of what else they might find in their bin either in class or at home. Add these to the list.

Ask the children what they know about recycling and explain to them what this means.

Ask:

Can we recycle any of the rubbish from our display bin?  
Think of all of the different types of rubbish that we can recycle.  
What can we do about food?

Explain that fruit and leaves etc can be used to make compost, to help plants grow. If you have a school garden or are keen to start one, you might find a safe place to build a compost heap.

Ask:

Are there things in our rubbish that could go on a compost heap?

If you do not already have a recycling policy in class, get the children to come up with a simple system for dividing their rubbish into different bins.

The class can label each bin and include illustrations to remind themselves what should be placed in each bin, e.g. cardboard; paper and magazines; recyclable plastics. Some children may prefer to use magazine pictures or download pictures from ClipArt on the computer rather than draw their own illustrations.

You will need to add the job of Recycling Monitor to the class jobs list (see *Class Jobs*, page 54).

### EXTENSION ACTIVITY 1

**Star Rating:**



**Suggested Timing:**

40 minutes

**Learning Objective:**

To recognise that we can all play a role in maintaining a safe and healthy environment for all

**What You Need:**

Large sheets of drawing paper; drawing materials

Remind the children that they are all responsible for their environment and all of them can do small things to keep it clean, safe, and healthy. Get the class to come up with some guidelines for keeping their environment clean e.g:

Always put your rubbish in a bin.

Recycle when you can.

What else can we do to protect our school and wider environment?

Ask the children to think about what their class, school and playground would look and smell like if they didn't do any of these things:

Would we be able to work or play?

How healthy or safe would it be?

Give each child a large sheet of paper each and ask them to fold it in the middle and draw a line, dividing their page in two. On one side ask them to draw a picture of what their classroom or school would be like if they didn't respect it and look after it.

On the other side, ask children to draw a picture of how they would like their classroom or school to look.

You might want to connect this learning with an environmental scheme in your area.

### EXTENSION ACTIVITY 2

**Star Rating:**



**Suggested Timing:**

Project

**Learning Objective:**

To explain the process of recycling.  
To understand how recycling can help us to protect our environment

If there is a Recycling Plant or Eco Centre near you, make a trip there with the children to show them what happens to their waste. Alternatively, you could invite someone into the school to talk to the children about recycling or other environmental issues.

#### Curriculum Links

**Northern Ireland**  
PDMU: Strand 1: Personal Understanding and Health

Strand 2: Mutual Understanding in the Local and Wider Community

**Language & Literacy:** Writing  
**The World Around Us:** Place, Change over Time (Foundation Stage), Geography, Science and Technology (KS1)

#### **Republic of Ireland**

**Science:** Strand: Environmental Awareness and Care

Strand Unit: Caring for My Locality

## It's Your Decision

Star Rating:



Suggested Timing: 40 mins



**Learning Objectives:** To develop an understanding that the choices we make will affect others  
To recognise that our behaviour is a choice we make  
To reflect on how we treat each other

The idea of decision-making can be effectively introduced through the more familiar concept of choices.

Ask the children to think about 'choices' and brainstorm using questions such as:  
What is a choice?  
What does it mean if I say, 'I have a choice'?  
What kinds of choices do they have?

Suggest some examples of daily choices that the children might be asked to make: what they wear; what they eat; what they watch on TV; what they read; what they do in golden time etc.

Ask the class to think of why they make the choices they do. Give them some scenarios to analyse, for example, why do they wear a warm jumper out to play in winter instead of a T-shirt?

Ask them to think of what would happen if we made different choices. What are the consequences of the choices we make? For example, we may catch a cold if we decided to wear only a T-shirt in cold weather.

Introduce the idea of choice regarding our behaviour – what choices do we have about how we behave?

Divide the class into small groups of four or five. Give each group one of the following scenarios and ask them to decide how they think they would behave and why. Give them time to role play their decisions in their groups.

*You see a new girl in the playground. She is very quiet and no one is talking to her or playing with her. What do you do?*

*You are out playing a running game with your friends. One smaller boy wants to join in but he can't keep up with you all. What do you do?*

*At home, your little brother wants to watch a different TV programme to you, but it's on at the same time. What do you do?*

*Another child hits you in the lunch hall. What do you do?*

Invite each group to act out the decisions they made to the class and to explain why they made them. Discuss these as a class.

How did these decisions make the different people in the role-play feel?  
What other decisions could these children have made?  
Can the class agree on which were 'good decisions'?  
Has anyone ever been in this kind of situation?  
How would we have felt /behaved in this situation?

### EXTENSION ACTIVITY 1

Star Rating:



Suggested Timing:

20 minutes

Learning Objective:

To develop an understanding that the choices we make will affect others  
To recognise that our behaviour is a choice we make  
To reflect on how we treat each other

Following on from the activity above, choose a couple of groups to act out their scenarios again. Explain that at important moments, you will shout "freeze-frame" and children should 'freeze', holding their positions. This will allow you to ask other children how the people in the "frame" might be feeling at that time.

As children become familiar with role-play and drama, you can also use the 'freeze-frame' activity to change what happens next, by asking other children for suggestions, e.g. 'What should Lucy do now?'

Let children come up with their own 'what would you do?' scenarios. These could be recorded in pictures and/or words and used to initiate another round of role-play, at a later stage.

### EXTENSION ACTIVITY 2

Star Rating:



Suggested Timing:

Project

Learning Objective:

To reflect on how we treat each other

Provide regular opportunities for the children to review some of the decisions they make at school or at home. Younger children could record their choices in pictures, older children, in writing.

#### Curriculum Links

**Northern Ireland**  
Language & Literacy: Talking and Listening  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
SPHE: Strand: Myself  
Strand Unit: Self Identity (Making Decisions)

## One For You, Three For Me

**Star Rating:**



**Suggested Timing: 45 mins**



**Learning Objectives:** To recognise that the world's food supplies are not divided equally  
To introduce the concepts of fairness and justice in a global context

**What You Need:** Paper plates, rice, glue, colouring pens, scrap material, paper

**Preparation:** In advance of this activity you will need to prepare enough paper slips for each child. On one quarter of these slips write or represent  $\frac{1}{4}$ , on the rest write or represent  $\frac{3}{4}$ . Put these slips into a box.

*This lesson can be taught alongside "Where's My Dinner?", page 62.*

Explain to children that they are going to have a 'pretend' party, so they will all need to think about their favourite meal.

Ask the children to draw these on paper before handing out the paper plates. You will need enough colouring pencils and scrap material for each child to draw or 'make' their favourite meal.

If the children have already participated in the 'Where's My Dinner Activity' (see page 62), they will have these ready-made!

Now ask children to prepare another plate, this time giving them only a small amount of 'rice' to stick onto their plate.

Place all of the favourite meals to one side and all of the rice dishes to another.

Prepare a table for the party. Make room and provide chairs for only one quarter of the children in the class.

Ask two or three children to act as waiters and invite the rest of the class to pick a slip from the box. Children with 'one-quarter' slips are seated at the table, waited upon and treated to a slap-up meal of their choice from the selection of favourites.

Children with 'three-quarter' slips get one plate of rice each. These children are restricted to a small, squashed section of the room. They are not allowed to sit and are not treated well by the people serving the food.

Explain this to the waiters and have them check children's slips and treat them accordingly.

After the 'party', ask the children how they felt about the activity:

What was it like to be in the one quarter who attended the party and had plenty to eat?

What was it like to be in the three quarters who were left out of the party and had very little to eat?

What was it like to be a waiter and to treat the two groups differently?

Explain to children that although there is more than enough food in the world to go around, it is not fairly divided.

Over three quarters of all the people in the world live in countries which together have less than a quarter of all the money in the world. These countries are mainly in Africa, Asia and Latin America. This means that many adults and children go hungry because they are poor and cannot afford to buy food.

These are the people who stood in the corner at the party.

In most European countries people belong to the small group who sat at the table and had plenty to eat.

### EXTENSION ACTIVITY

**Star Rating:**



**Suggested Timing:**

Project

**Learning Objective:**

To recognise that the world's food supplies are not divided equally  
To introduce the concepts of fairness and justice in a global context

Get the children to do library or internet searches to find out more.

#### Curriculum Links



**Northern Ireland**  
Language & Literacy: Talking and Listening  
Mathematics & Numeracy: Number  
The World Around Us: Interdependence, Place (Foundation Stage), Geography (KS1)  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
Mathematics: Number  
SPHE: Strand: Myself  
Strand Unit: Self Identity (Making Decisions)

## Do Your Best For Me

Star Rating:



Suggested Timing: 40 mins



**Learning Objectives:** To understand that adults have to make some decisions for us  
To know that we are entitled to have a say in these decisions

**What You Need:** The words 'healthy', 'happy', 'safe', and 'learning' written clearly on large cards or on the board

Remind the children about the discussions you have had on choices and decisions in previous lessons. Ask them if they can think of choices and decisions that other people make for them at home and at school.

Help them to draw up a list by giving some examples of such choices, e.g. what they wear; what they eat; what they watch on TV; what time they go to bed, etc.

Ask them who makes these decisions for them or with them. Make a list of these people.

Introduce the words 'healthy', 'happy', 'safe' and 'learning' one at a time to the class. For each one ask the children what decisions the adults in their lives make to ensure that they are happy, safe, healthy, growing and learning. Make a list of these decisions.

Some examples of decisions that adults make to keep children healthy might be: wrapping them up to keep warm; putting them to bed to get rest; taking them to the dentist, etc.

Children can refer back to their first list to help them with this.

We should all be happy, safe, healthy, growing and learning all of the time. What decisions would they make if they could make sure that every child could feel like that all of the time?

Put the children into small groups and give each group one of the word cards. They should consider the above question and record their answers in words or pictures. Allow them to work as a group or individually as they prefer.

Ask each group to finish the sentence:

"If I had the power to make children feel safe/happy etc all of the time, I would..."

Allow children to give feedback and share their ideas with the class.

## EXTENSION ACTIVITY

Star Rating:



Suggested Timing:

Project

Learning Objective:

To work with adults in implementing our ideas

Are there ideas that we can put into action, with the help of the adults who care for us?

These could take the form of a class, whole school or inter-school project.

Be ambitious!

### Curriculum Links



#### Northern Ireland

Language & Literacy: Talking & Listening, Writing

PDMU: Strand 1: Personal Understanding and Health

Strand 2: Mutual Understanding in the Local and Wider Community

#### Republic of Ireland

SPHE: Strand: Myself

Strand Unit: Self Identity (Making Decisions)





# CONFLICT RESOLUTION



**If we are to have  
real peace in the world  
we will have to begin  
with the children**

**Mahatma Gandhi**

## Learning Intention for this Theme

■ Through this theme, children will know and understand appropriate ways in which to deal with conflict situations.



image courtesy: Holy Family PS, Belfast

Conflict is part of life. It should not be seen as something negative, but rather as something which plays a natural part in all our lives and which can lead to change and positive outcomes for all involved.

Human rights can regularly come into conflict. In the context of a school, this may occur, for example, when two people want to use something at the same time. The activities of this module aim to provide pupils with an opportunity to explore issues of conflict, encourage them to think about effective and appropriate responses to conflict, and develop the skills and strategies necessary to deal with conflict. This can be a very positive and empowering experience for the children, as it will aid them to solve conflicts in their daily lives without having to constantly involve their teachers or parents.

The first thing we will need to be aware of is that we can have many different responses to conflict such as to cry, shout, walk away, insult, listen respectfully, try to find a solution, hold a grudge, etc. Many of the activities in this section take an indirect approach to conflict resolution by exploring with the children what constitutes being a good friend.

Another important component to a conflict resolution programme is an understanding of effective strategies for dealing with and resolving conflict when it arises. Have you ever thought about what strategies you use to resolve conflict? A key element to successful conflict resolution is good listening. Throughout this entire resource a key skill the children are encouraged to develop is the skill of listening. Children should be encouraged to be respectful, to listen, to ask questions, and to try to come up with ideas for resolving the conflict. The aim is to develop the children's capacity to deal with conflict situations appropriately and effectively, and ideally create positive outcomes for all concerned.

## Making Up Isn't Hard To Do!

Star Rating:



Suggested Timing: 30 mins



Learning Objectives:

- To analyze conflict situations by looking at a situation from another perspective
- To begin to explore strategies for managing and resolving conflict
- To develop listening skills

Begin the lesson with the game "Pass a smile, Pass a frown." With the children standing in a circle, ask one of them to pass a big smile to the child on his/her left who will then pass it on to the next child and so on around the circle. This can be repeated by getting the children to pass around a frown or any other kind of expression.

If possible, let the children sit in a circle for the rest of the activity. Explain to the class that they are going to look at situations which can lead to conflict. Act out some of the scenarios below either with puppets or with another adult. Children should think of how they would feel in each situation. Give them time to discuss as a class the possible endings to each scenario and to think about the consequences of each course of action. The following questions should help stimulate the discussion:

- Has this happened to you before? How did /would you feel? What did /would you do?
- How do you think the other person felt?
- Why did the person in the scenario act in this way? (e.g. why did they throw your worksheets in the bin?)
- What should /can you do about it?
- If a similar situation happened to you (again), how would you like to react?

Don't forget to give the children time to think and gather their ideas before asking them to participate in a discussion.

### Scenarios

1. You and your friend are in the schoolyard and someone teases your friend.
2. Another child often takes things from your backpack without asking.
3. You see an older child throw sand at your little brother on the playground.
4. Someone takes your football and runs off to play with their friends.
5. A boy or girl in your class often stares and makes faces at you.
6. A boy or girl in your class often takes your worksheets and throws them in the bin.
7. Someone who used to be your friend is now telling lies about you to the other children.
8. A boy or girl makes fun of your new clothes.

### EXTENSION ACTIVITY 1

Star Rating:



Suggested Timing:

30 minutes

Learning Objective:

To begin to explore strategies for managing and resolving conflict

Ask the class for ideas on how they can 'make-up' with another child. Some ideas are: saying sorry for offending the other person, accepting an apology or shaking hands. Ask them to practise these in pairs. Do children have any other ideas about what they could /should do at times like these? How much difference can a smile make?

Using the above ideas and your discussions with the children, agree a class strategy for 'making up'. This could take the form of a wall display, decorated and signed by children in your class.

### EXTENSION ACTIVITY 2

Star Rating:



Suggested Timing:

30 minutes

Learning Objective:

To begin to explore strategies for managing and resolving conflict

Children may like to role-play the scenarios from the main activity, incorporating their making-up strategy into the role-play.

### Curriculum Links



#### Northern Ireland

Language & Literacy: Talking & Listening:  
drama

PDMU: Strand 1: Personal Understanding and  
Health

Strand 2: Mutual Understanding in the Local  
and Wider Community

#### Republic of Ireland

English: Strand: Emotional and Imaginative  
development through oral language

## Circle of Friends

Star Rating:



Suggested Timing: 45 mins



Learning Objectives:

To help develop a positive image and self-confidence

To help develop and strengthen a wide range of friendships

What You Need:

A large space, box or bag

Brainstorm on the qualities that friends have and make a class list of these words.

Ask each child to write their name on a piece of paper and to put it into a box or bag. Put your own name in as well.

Get each child to take a name from the bag and to hold hands with the person whose name they have. The class will therefore be forming a circle with everyone holding hands with two people – the person whose name they picked and the person who picked their name.

Ask children to find a word or words from the class list to describe the person next to them. Then ask children in turn to complete the friendship circle by saying something good about that person. You could start by making your statement first, e.g. "Carrie is kind and helpful".

Alternatively children can tell the class two positive things about the person next to them: qualities they have, things they are good at, things they like etc.

Follow this with another circle round, this time asking children to tell us 2 more things, this time about themselves. Again, you can help by going first!

### EXTENSION ACTIVITY

Star Rating:



Suggested Timing:

1 week

Learning Objective:

To help develop and strengthen a wide range of friendships

Plan a 'Listening Friends Week' for the class when set periods of time are set aside for the children to work/play together with their Listening Friend (see page 39). This could include co-operative artwork, paired reading, or co-operative games in the playground.

#### Curriculum Links

**Northern Ireland**  
Language & Literacy: Talking & Listening  
PDMU: Strand 1: Personal Understanding and Health

**Republic of Ireland**  
English: Strand: Emotional and imaginative development through oral language

## We Can Work It Out!

Star Rating:



Suggested Timing: 30 mins



Learning Objective:

To explore how co-operation can help resolve conflict

What You Need:

Resource Sheet 14 ('Hay, Hay, We're the Donkeys!')

Read aloud the story, 'Hay, Hay, We're the Donkeys', revealing each relevant section of the picture story on Resource sheet 14 as you read. This resource sheet should be blown up to A3 size in order for children to be able to see it clearly.

### *Hay Hay, We're the Donkeys!*

*'Once upon a time a farmer had two donkeys. The donkeys were called Mandy and Sandy. They went everywhere together. Well they had to, they were tied to one another by a rope! One day the farmer led them into a field in which there were two piles of hay. Mandy made straight for one of the piles of hay but just before she reached it she was pulled back. Sandy too rushed towards a pile of hay but before he reached it he was pulled back.*

*Mandy and Sandy stretched and strained, but to no avail. The harder they tried the greater the resistance. They sat down exhausted. 'I'm hungry', said Mandy. 'Why don't you let me eat?'*

*'I'm hungry too', said Sandy. 'You won't let me eat.'*

*They sat for a while and thought about it. 'Why don't I eat first and then you can eat', said Sandy. 'Yeah, right,' said Mandy. 'Do you think I was born yesterday? As soon as you've eaten your pile you'll go to sleep on the spot and I won't get near my pile.'*

*Finally Mandy had an idea and told Sandy. Both donkeys went to the same pile of hay and ate it. Next they went together to the other pile of hay and ate it too. When they had both eaten their fill, they lay down and went to sleep.'*

Taken from 'Peace by Piece', A One World Week Educational Pack published by the National Youth Council of Ireland, see [www.youth.ie](http://www.youth.ie) for more information

Invite two children to act out the story as you read it again.

Discuss the story with the class:

Why did Mandy's idea solve the donkeys' problems?

Can you think of a time when you have worked well in a team?

How did it feel to work as part of a team?

Can you think of a time when you have been in a group that did not work well together?

How does that feel?

See over for related Extension Activities >

# We Can Work It Out!

## EXTENSION ACTIVITY

**Star Rating:** ★★  
**Suggested Timing:** 15 minutes per game  
**Learning Objective:** To use cooperation as a means of solving problems  
**What You Need:** Resource Sheet 15 (Animal Cards)

### Co-operative Games:

**Sssh!** Choose an item to hide and pick a child to find it. Tell the child to close her eyes until the object is hidden and get the class to help her find it by clapping loudly when she is far away, and softly when she is near the object. No shouting out!

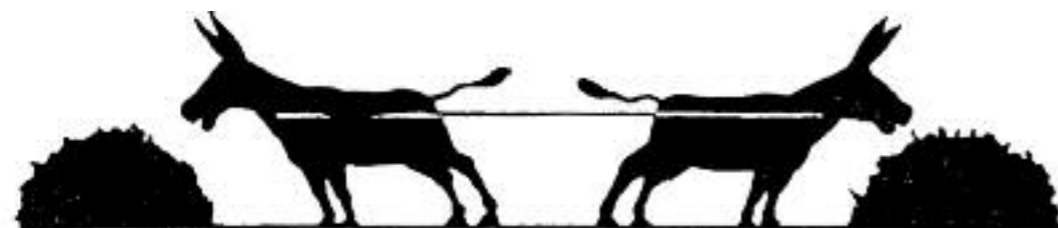
**Animal Partners.** Give each child one of the animal cards from Resource Sheet 15. Make sure that there are at least 2 cards for each animal so that every child has a partner to find. Ask children not to show their card to anyone else, but to find their animal partner by making that animal's sound.

**3-Legged Race.** This is one for outside! Explain that the game is only successful when people work together. Allow children to practise before they race.

**Curriculum Links** 🔗


**Northern Ireland**  
Language & Literacy: Reading, Talking and Listening  
PDMU: Personal Understanding and Health

**Republic of Ireland**  
Physical Education: Strand: Games  
Strand Unit: Creating and Playing Games



At time of print, we were unable to locate the copyright owner. LIFT OFF would like to acknowledge their rights on their behalf.

# Fair Play

**Star Rating:** ★★★ **Suggested Timing:** 15 mins   
**Learning Objective:** To develop an understanding of the concepts of fairness and justice

Introduce the concept of justice to children through the more familiar notion of 'fair' and 'unfair'. Ask children to think about the words 'fair' and 'unfair'. What do they mean? Can they think of any other words that mean the same?

Do a circle round with children asking them if they can think of a time recently when they said, "That's not fair!"

What happened? Who was involved?

How does it feel when you think you have been unfairly treated?

What does it mean to be fair?

## EXTENSION ACTIVITY

**Star Rating:** ★★★  
**Suggested Timing:** 30 minutes  
**Learning Objective:** To draw up class guidelines which will help ensure that everyone is treated fairly

Tell the children that we are going to think of what we can all do to make sure that everyone is treated fairly in the classroom. After a short class discussion to stimulate ideas, put the children into small groups of four or five and ask them to come up with 5 rules that would help ensure 'fairness' in how we treat and are treated by others.

Let the groups report back and record their ideas. Ask the class to decide on a set of class rules on which they all agree. Try and limit these to 10 or less so that they can be easily remembered. Groups whose rules are not immediately accepted should be given a chance to explain why they think it is important that they are included.

**Curriculum Links** 🔗

**Northern Ireland**  
Language & Literacy: Talking and Listening, Writing  
The Arts: Art & Design  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
SPHE: Strand: Myself and the Wider World  
Strand Unit: Developing Citizenship

## Two Heads Are Better Than One

Star Rating:



Suggested Timing: 30 mins



**Learning Objectives:** To analyse and suggest solutions to given problems  
To understand that we can, and should, ask for help when we need it

**What You Need:** Resource Sheet 16 ('Auntie Annie')

Explain to children that while it is important to do our own work and to take responsibility for ourselves, we can always ask for help if we need it. We should also try to help others when we can.

Show children the letters from Resource Sheet 16 that have been written to Auntie Annie. You might want to put these into envelopes to help create an impression of real letters describing real problems.

Read each letter aloud. After a short discussion with a partner, ask the children to suggest solutions as to how these problems could be resolved. If there are a lot of different ideas, discuss these and see if the class can agree on a message to send back to the child who wrote the letter.

### EXTENSION ACTIVITY 1

Star Rating:



Suggested Timing: 10 minutes each time

**Learning Objective:** To analyse and suggest solutions to given problems  
To understand that we can, and should, ask for help when we need it

Set up a Post Box in class and invite the children to write their own letters to 'Auntie Annie'. Make time each week to read these letters and ask the class for their help in solving these dilemmas.

### EXTENSION ACTIVITY 2

Star Rating:



Suggested Timing: 15 minutes each time

**Learning Objective:** To imagine commonalities and differences between problems which children face across the world and in different historical periods

If children are learning about other countries or about a particular historical period, Aunt Annie could be developed into a character who gets letters from children from that particular place or time.

#### Curriculum Links

**Northern Ireland**  
Language & Literacy: Talking & Listening, Writing  
PDMU: Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community  
**The World Around Us:** Place: geography, history

**Republic of Ireland**  
English (First and Second Classes):  
Strand: Developing cognitive abilities through language  
Strand Unit: Clarifying thought through writing

## Tools To Keep Cool

Star Rating:



Suggested Timing: 30 mins



**Learning Objective:** To develop strategies for managing and resolving conflict

Ask the children to think of times when they had a disagreement with one of their classmates:  
Did the disagreement end in a falling out or did they manage to find a way to solve the problem?

Brainstorm with the class various strategies for resolving conflict before it escalates into a larger issue. Discuss each of the suggested strategies with the class asking the children:

- Have you heard of this strategy before?
- How and when can we use it?
- Does it work?
- What else could we do?

As the list grows, you could make a classroom display, to remind the children of the 'tools' they have for dealing with conflict.

The following are basic strategies for conflict resolution which can be added to the class list:

**Take a deep breath and count to ten.** This is something we can all do before we speak or act. It makes us feel calm and more in control. Think about what you are going to say or do next. This way, we are less likely to say or do something we might regret.

**Listen in turn.** How often have we been in an argument and not listened to anything the other person is saying, but instead continued to talk or shout over them? How does it make you feel when you are not listened to? If we give each other the chance to speak and if we listen carefully to each other, we make things much easier to resolve.

**Agree to compromise.** Often, we will have different ideas or opinions from our classmates or we want different things. When we can't agree, it sometimes means that neither of us ends up getting what we want. Think about 'agreeing to disagree'. It's ok not to like or want the same things as somebody else. Or, we can compromise. This means coming up with a little bit of something that suits us both!

**Involve a 'Peacemaker'.** Sometimes, no matter how hard we try, we can't seem to find a way out of a difficult situation or conflict. Never be afraid to ask for help or advice from someone else. They might be able to help us come up with a way of resolving our disputes and can remind us that things often aren't as bad as they seem.

**Apologise and shake hands.** Haven't we all carried on an argument when it really didn't matter any

*Continued over >*

more, or still remained angry with a friend even when we can't remember why? All of us make mistakes and do or say things we wish we hadn't. The best thing to do is to say sorry. When we make or accept apologies, shake hands and stay friends, we are giving ourselves, and others, another chance to be the best we can be.

**Give it some time.** Sometimes we can feel so angry or frustrated that it's difficult to come to a solution or even to apologise. We still need to shake hands and say, 'We're friends'. Then if we put our energies into something else or just give ourselves a bit of quiet time, we can look at things again. Now can we say sorry and agree on a way to mend our differences?

### EXTENSION ACTIVITY

**Star Rating:** ★★★★★  
**Suggested Timing:** 40 minutes  
**Learning Objective:** To develop strategies for managing and resolving conflict


Let children design their own 'Tools to Keep Cool' reminder sheet by using the Clip Art function on the computer to choose a picture to go with each of their 'tools'

#### Curriculum Links

**Northern Ireland**  
Language & Literacy: Talking & Listening, Writing  
PDMU: Strand 1: Personal Development and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
SPHE: Strand: Myself and Others  
Strand Unit: Relating to Others

## John And Amy's Story

**Star Rating:** ★★★★★ **Suggested Timing:** 45 mins 

**Learning Objectives:** To look at conflict situations from various perspectives  
To make links between actions and consequences  
To evaluate various responses to conflict situations

Read aloud the following story:

*"John and Amy are classmates. One Monday morning, John was hard at work in class, when his pencil broke. He didn't have a spare one but noticed that Amy did, so he borrowed it, without asking. When Amy saw John writing with her pencil she was very annoyed because he hadn't asked her for it, he had just taken it. Amy grabbed the pencil from John, but doing so, she left a big mark on John's page. Now John was upset! Oh dear!"*

Put the children in pairs and assign each person in the pair the role of either Amy or John. As you read the story again, they should, in character, imagine how they are feeling and why. After the story let them discuss the situation with their partner.

Choose a number of children to share with the class how they felt and why.

They could complete the sentence, "I felt... because...".

Repeat the exercise asking each pair to reverse roles. Did they see things differently?

Discuss with the class what should happen next:

Ask the children for ideas as to how Amy and John could make up. If children have already produced a 'Making Up Strategy' (see *Making Up Isn't Hard To Do* Extension Activity 1, page 82) ask them how they could use this strategy.  
What could John and Amy do differently the next time to avoid conflict?

Finish with a circle round of 'things friends do', e.g. a friend shares; a friend helps; a friend says sorry etc.

*See over for related Extension Activities >*

## John And Amy's Story

### EXTENSION ACTIVITY 1

**Star Rating:** ★★★★★  
**Suggested Timing:** 20 minutes  
**Learning Objective:** To appreciate the positive qualities in people who we may find ourselves in conflict with

Get the class to draw pictures of Amy and John and think of words that a friend would use to describe them, e.g. funny, kind etc. This could also be done with other characters that the children are familiar with.

### EXTENSION ACTIVITY 2

**Star Rating:** ★★  
**Suggested Timing:** 30 minutes  
**Learning Objective:** To begin to explore strategies for managing and resolving conflict

Get the class to develop a Making Up Strategy if they have not already done so (see *Making Up Isn't Hard To Do* Extension Activity 1, page 82).

### EXTENSION ACTIVITY 3

**Star Rating:** ★★★★★  
**Suggested Timing:** 40 minutes  
**Learning Objective:** To begin to anticipate when situations might lead to conflict


In pairs or small groups ask the children to think of other situations that sometimes arise which can cause them to fall out with their classmates. Each pair/group can then write up this scenario as a short story or develop a short drama piece, incorporating some ideas from their making up strategy which they can act out in front of the class.

#### Curriculum Links

**Northern Ireland**  
**Language & Literacy:** Talking & Listening  
**PDMU:** Strand 1: Personal Understanding and Health  
Strand 2: Mutual Understanding in the Local and Wider Community

**Republic of Ireland**  
**English:** Strand: Emotional and Imaginative development through language (Oral Language)

## Friendship Wall

**Star Rating:** ★★★★★ **Suggested Timing:** 30 mins   
**Learning Objectives:** To appreciate and respect our unique qualities and talents  
To use positive terms when describing other people  
To appreciate the contribution that each person in the class makes to our class community  
**What You Need:** Enough cards of approximately postcard size for each child,  
Resource Sheet 17 (Friendship Wall)

Divide the class into pairs. Try to pair children who do not usually work or play together. Children should remind themselves about the things that were said about them in the *Circle of Friends* activity (see page 84) and to share these with their partner. If they have not participated in *Circle of Friends*, you will need to allow time for them to share their positive words or statements to describe themselves.

Give each child a piece of card for their 'brick' in the friendship wall. On one side, ask children to write and illustrate their name. Now ask them to swap 'bricks' with their partner and to write friendship words or statements about their friend on the back of their brick. Children can exchange these again to read what has been written about them.

The 'Friendship Wall' is built by pinning all of the bricks to a display board in the pattern of bricks in a wall (see Resource Sheet 17 for an example)

### EXTENSION ACTIVITY

**Star Rating:** ★★★★★  
**Suggested Timing:** 10 minutes each time  
**Learning Objective:** To appreciate the contribution that each person in the class makes to our class community

The Friendship Wall can be used at intervals to remind children of their individual and combined skills. Bricks can be turned for display and for games of 'guess who', and 'find someone who...' They can also be used for circle time or for other co-operative tasks.

#### Curriculum Links

**Northern Ireland**  
**Art & Design**  
**PDMU:** Strand 1: Personal Understanding and Health

**Republic of Ireland**  
**SPHE:** Strand: Myself  
Strand Unit: Self-identity (Self-Awareness)

# Acrostic Poems

Star Rating:



Suggested Timing: 45 mins



**Learning Objectives:** To use positive terms when describing ourselves or others  
To use poetry as a means of building self-esteem

This literacy activity could be done with children's own names, or with the name of another child in class, taken from the friendship wall.

Poems can be read aloud and then displayed.

These poems could be kept and read again to children on special occasions, e.g. birthdays or if they become 'Star of the Week'.

E.g. Cath:

Clever and kind  
Always smiling  
Tells good stories with  
Happy endings!

## Curriculum Links



### Northern Ireland

Language & Literacy: Writing  
PDMU: Strand 2: Mutual Understanding in the Local and Wider Community

### Republic of Ireland

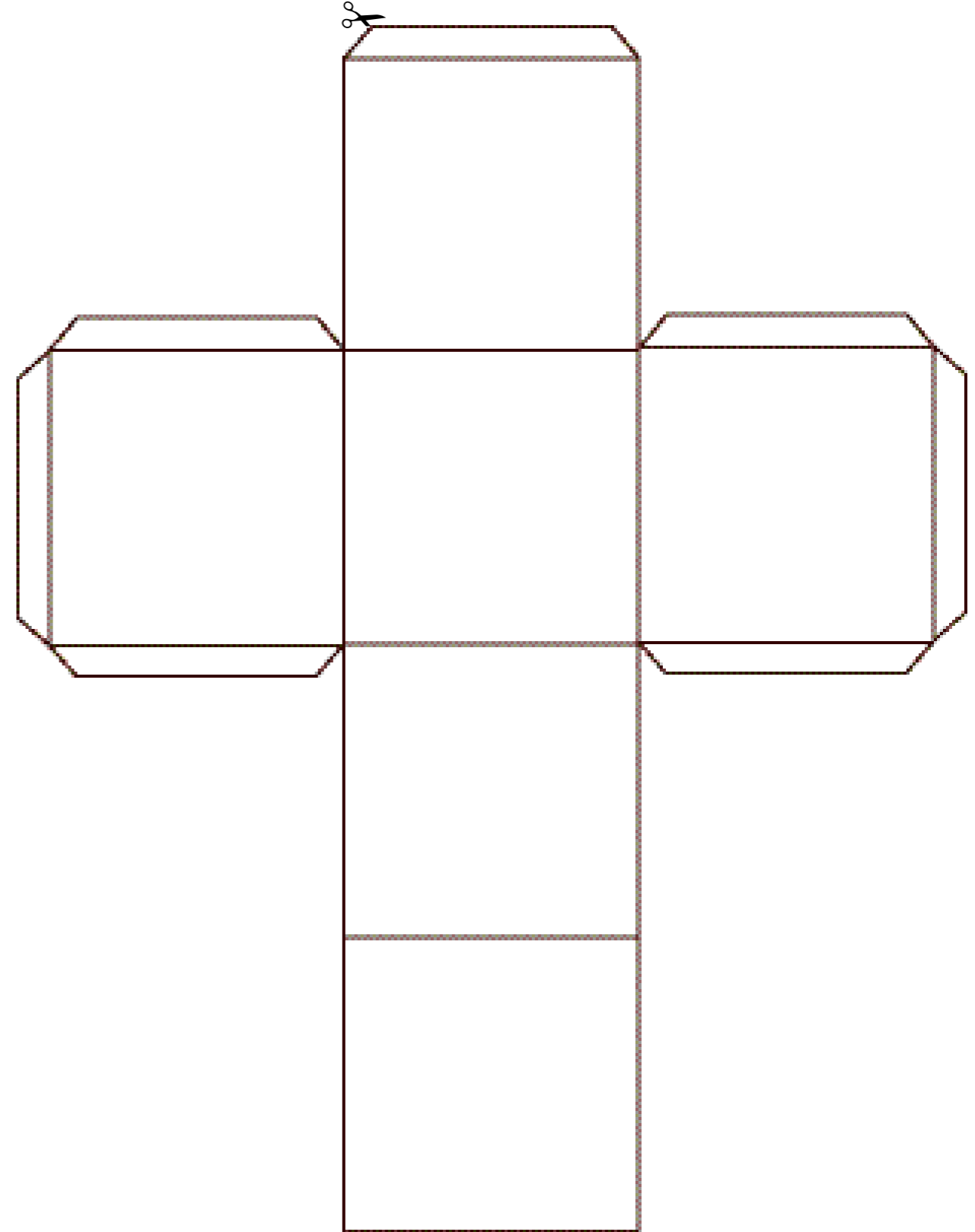
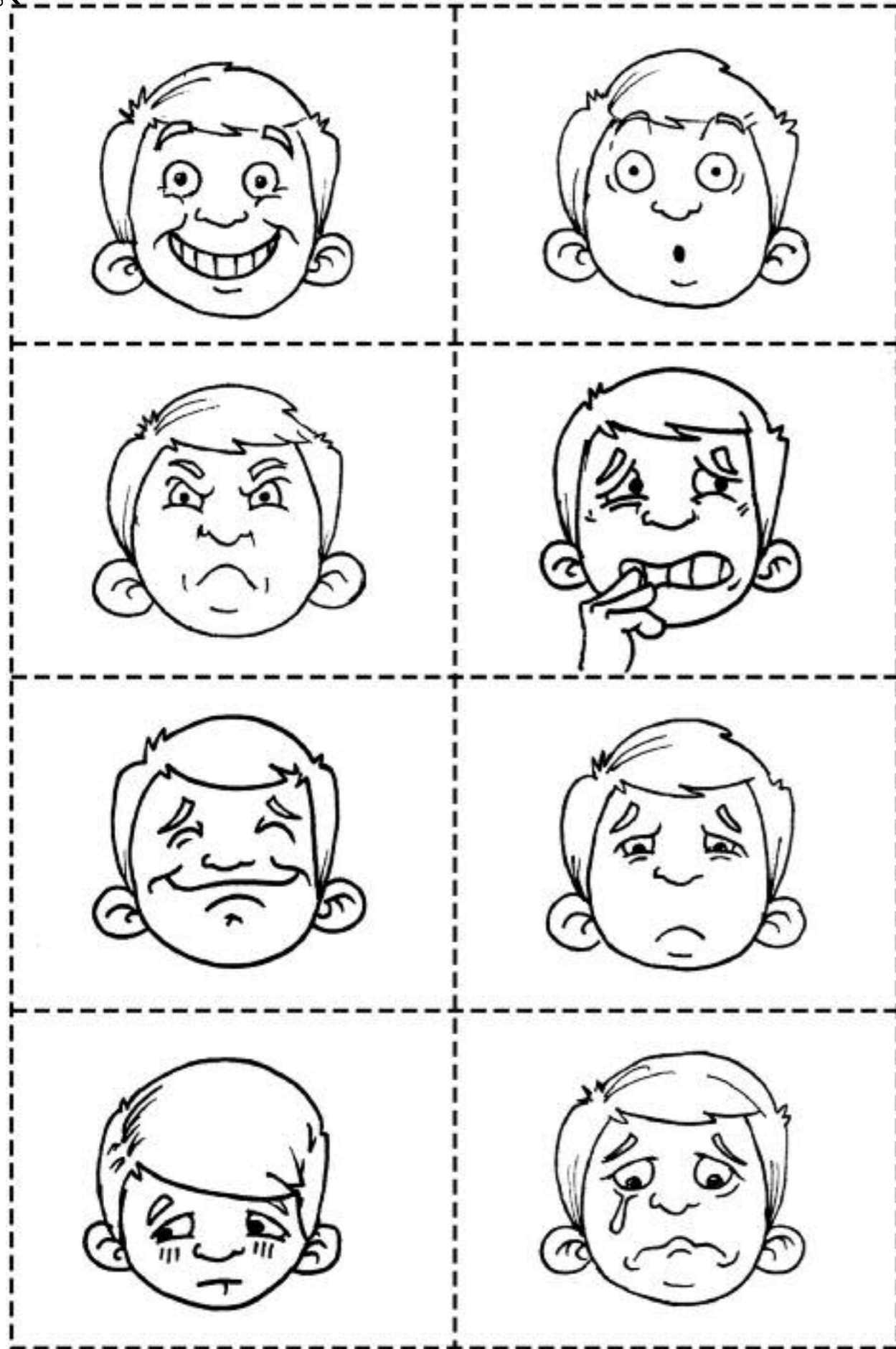
English (First and Second Classes):  
Strand: Developing cognitive abilities through language  
Strand Unit: Clarifying thought through writing



## APPENDIX – Book list

Book Details (title, author, publisher and ISBN)	Empathy	Communication	Co-operation	Respect	Conflict
<i>Cleversticks</i> , Bernard Ashley, Collins, 1992; 0-00-184935-2				*	
<i>Not Now Bernard</i> , David Mckee, Red Fox; 0-099-24050-5	*	*			
<i>I like it When</i> , Mary Murphy, Metheuen; 0-416-19401-x		*			
<i>Where the Wild Things Are</i> , Maurice Sendak, Collins Picture Lions; 0-00-664086-9					*
<i>Willy the Wimp</i> , Anthony Browne, Walker Books; 0-7445-4363-0	*			*	*
<i>Frog in the Middle</i> , Susanna Gretz, Metheuen; 0-416-16092-1	*	*			
<i>A Difficult Day</i> , Eugenie Fernandez, Viking Kestrel; 0-670-82184-5		*			*
<i>Little Rabbit Foo Foo</i> , Michael Rosen, Walker Books; 0-7445-9800-1		*			*
<i>Joe Eats Bugs</i> , Susanna Gretz, Hutchinson; 0-09-173646-3	*	*		*	*
<i>Emily's Paintbox</i> , Riana Duncan, Andre Deutsch; 0-233-98091-1		*		*	
<i>Hug</i> , Jez Alborough, Walker Books; 0-7445-8273-3	*	*			
<i>The Day of Ahmed's Secret</i> , F P Heide & J H Gilliland, Gollancz; 0-575-05079-9		*		*	
<i>The Rainbow Fish</i> , Marcus Pfister, North-South books New York; 0-7358-14732	*				*
<i>Oil! Get off our Train</i> , John Burningham, Gill & Macmillan; 0-7171-1808-8	*	*		*	
<i>Lonely Wasp</i> , C Fudge & V Churchill, Oxford University Press; 0-19-272379-0	*	*		*	
<i>Clotty Malotty and all her Friends</i> , Kids' Own Publishing Partnership, 2003; 1-902432-19-3	*	*		*	
<i>For Every Child</i> , Unicef, Red Fox; 0-09-940865-1	*	*		*	*
<i>Elmer</i> , David McKee, HarperCollins; various	*			*	
<i>I Want My Dinner</i> , Tony Ross, Picture Lions, 1996; 0006643566		*			
<i>You Choose</i> , Nick Sharratt & Pippa Goodhart, Picture Corgi; 0-552-54708-5	*	*		*	
<i>The Selfish Giant</i> , Oscar Wilde	*			*	*
<i>Something Else</i> , Katherine Cave & Chris Riddell, Picture Puffins; 0-14-054907-2	*	*		*	
<i>But Martin</i> , June Counsel, Corgi Books 1986; 0-571-13349-5	*	*		*	
<i>The Bad-tempered Ladybird</i> , Eric Carle, Puffin; 0-14-050398-6	*	*			*
<i>At the Crossroads</i> , Rachel Isadora, Julia MacRae Books; 1-85681-122-0	*			*	
<i>Just Right</i> , Miriam Monnier, North-South Books; 0-7358-1521-6		*			
<i>Big Baby</i> , Jon Ward, Walker Books; 0-7445-0528-3	*	*			
<i>My Feet</i> , Alik, HarperCollins, 0690048157				*	
<i>My Hands</i> , Alik, HarperCollins, 0064450961				*	

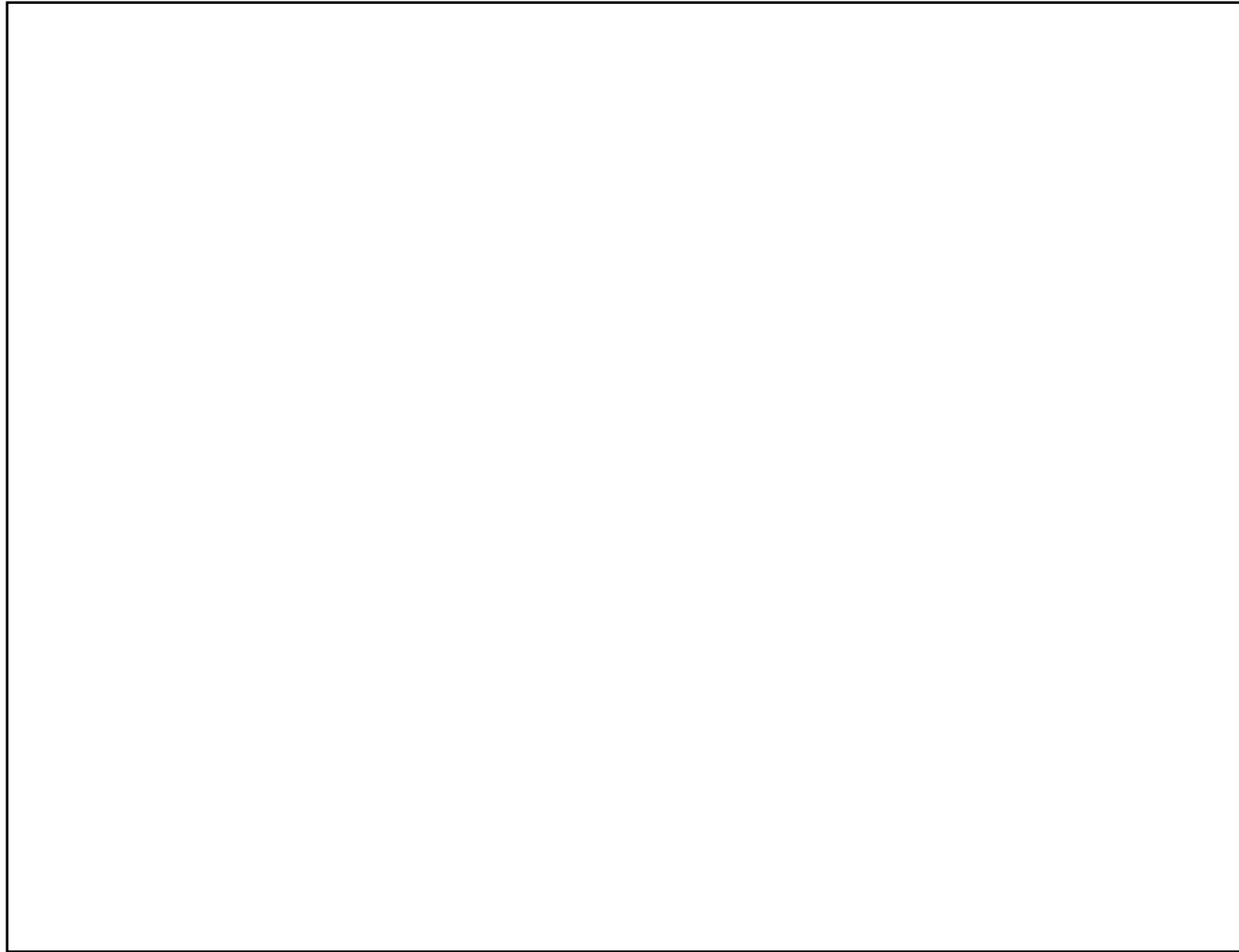






Today is .....

I feel .....



Because .....

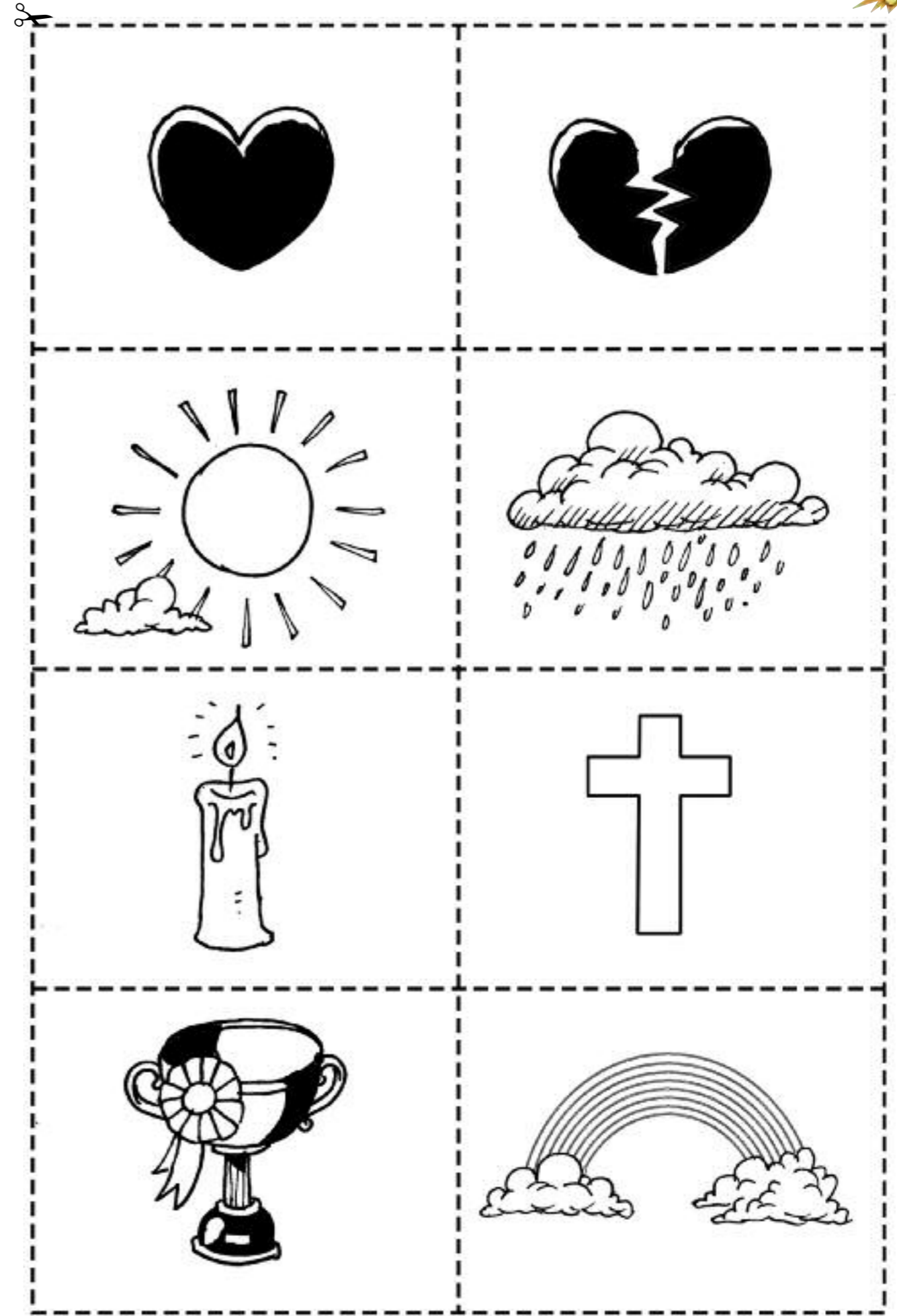
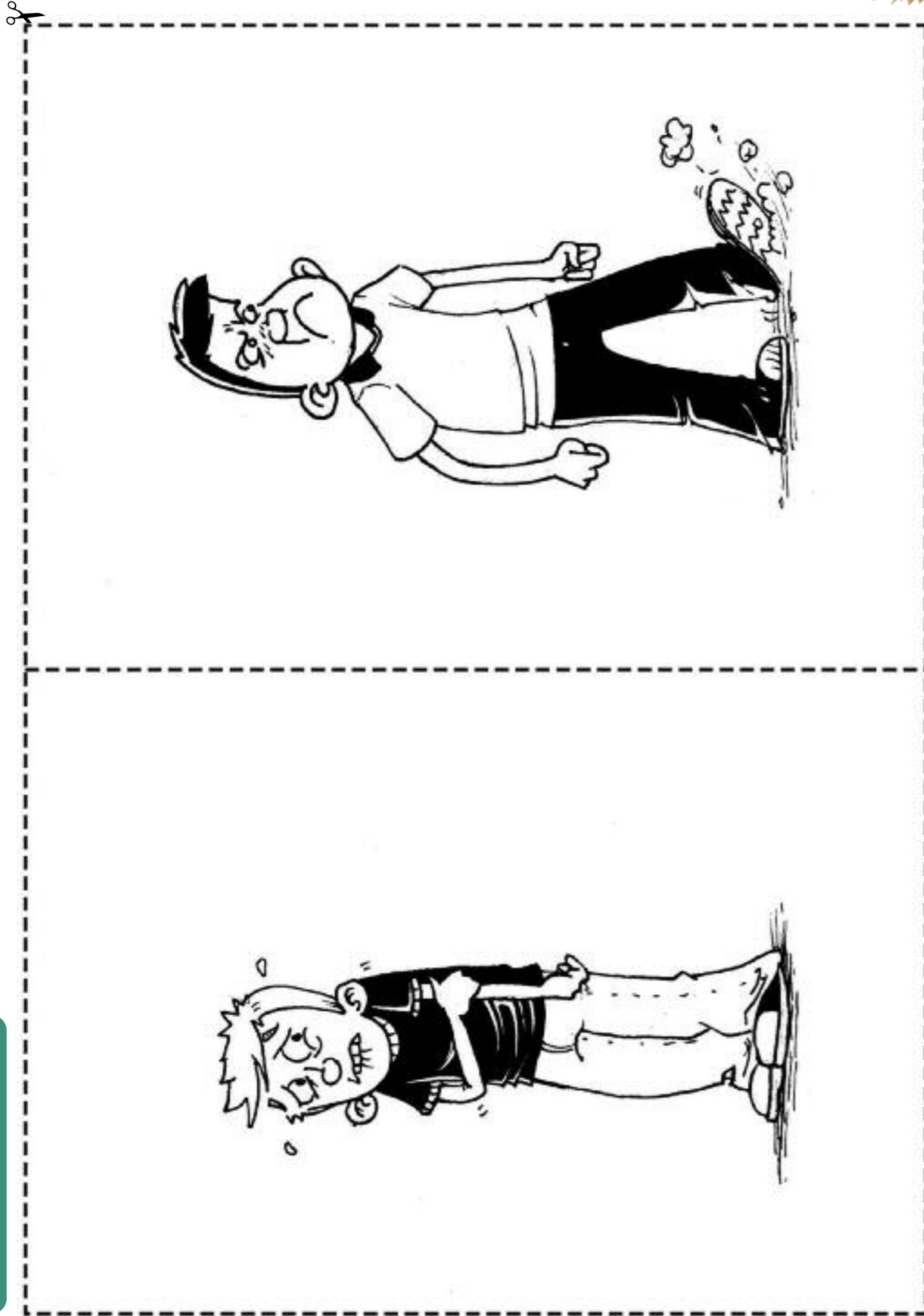
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Theme 1: Empathy

Theme 1: Empathy





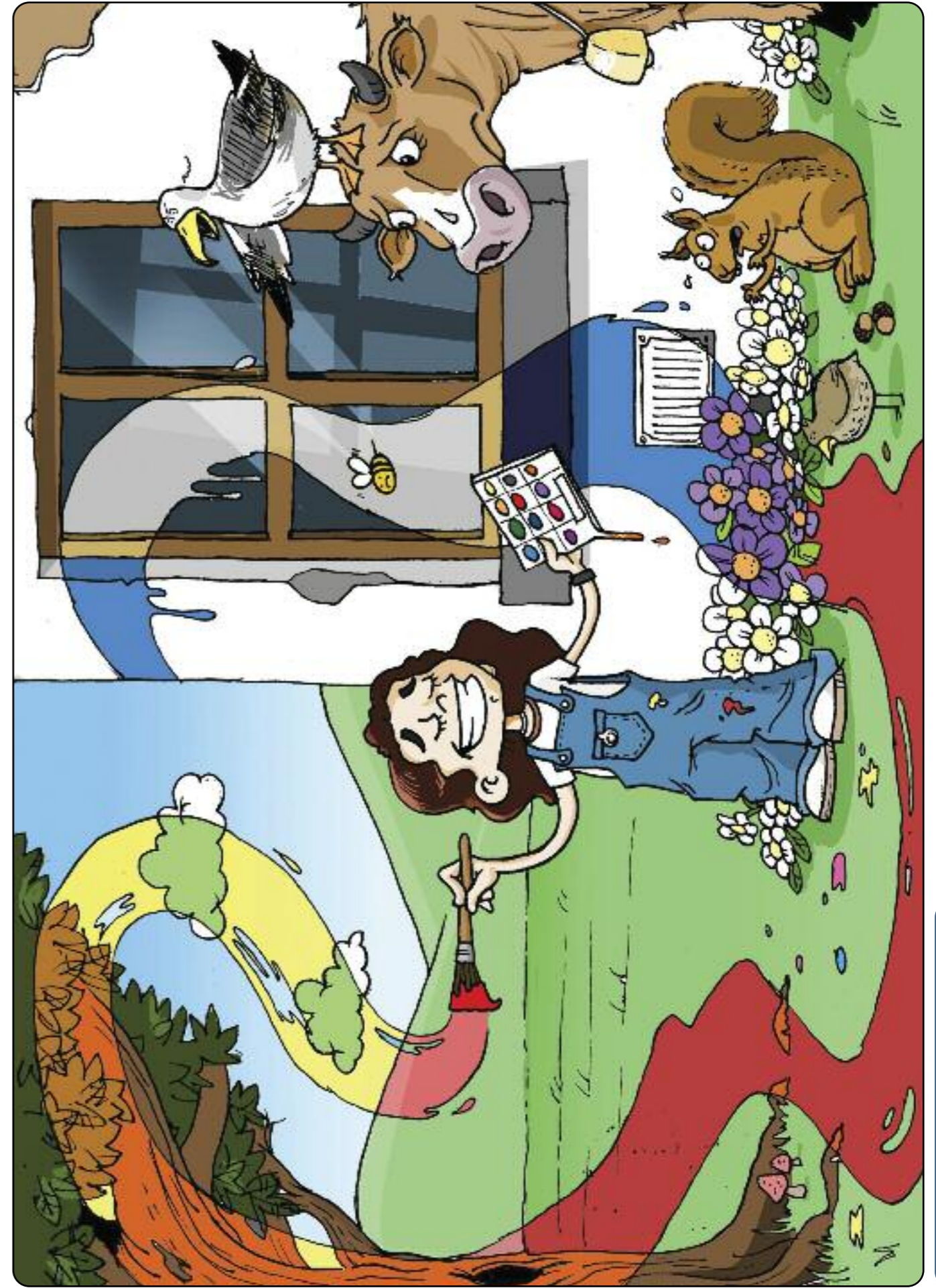
I like.....

Blank writing area for 'I like' section.

I don't like.....

Blank writing area for 'I don't like' section.

This artwork is also reproduced as a fold-out A3 insert in the book





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On her birthday Emily got a box of paint and a book to paint in. She loved her present and painted until the book was finished. She still had paint left and she went outside. Emily’s house was white and she painted it blue.

There were white flowers outside the house and she painted them purple.

Along came a bee. “A, a, Emily!”, he said. “Please don’t do that, I can’t get pollen to make my honey from those flowers.”

Emily heard the bee but she didn’t listen, she didn’t think and she didn’t stop painting.

She went into the field beside her house. The grass in the field was green but Emily started painting it red.

Along came a cow. “A, a, Emily!”, she said. “Please don’t do that, I can’t eat red grass.”

Emily heard the cow but she didn’t listen, she didn’t think and she didn’t stop painting. There was a big oak tree in the field. The tree was brown with green leaves but Emily started painting it orange.

Along came a squirrel. “A, a, Emily!”, she said. “Please don’t do that, I can’t find acorns to eat if the tree is orange.”

Emily heard the squirrel but she didn’t listen, she didn’t think and she didn’t stop painting. Then Emily reached up and started painting the sky. The sky was blue but Emily painted it yellow, the clouds were white but Emily painted them green.

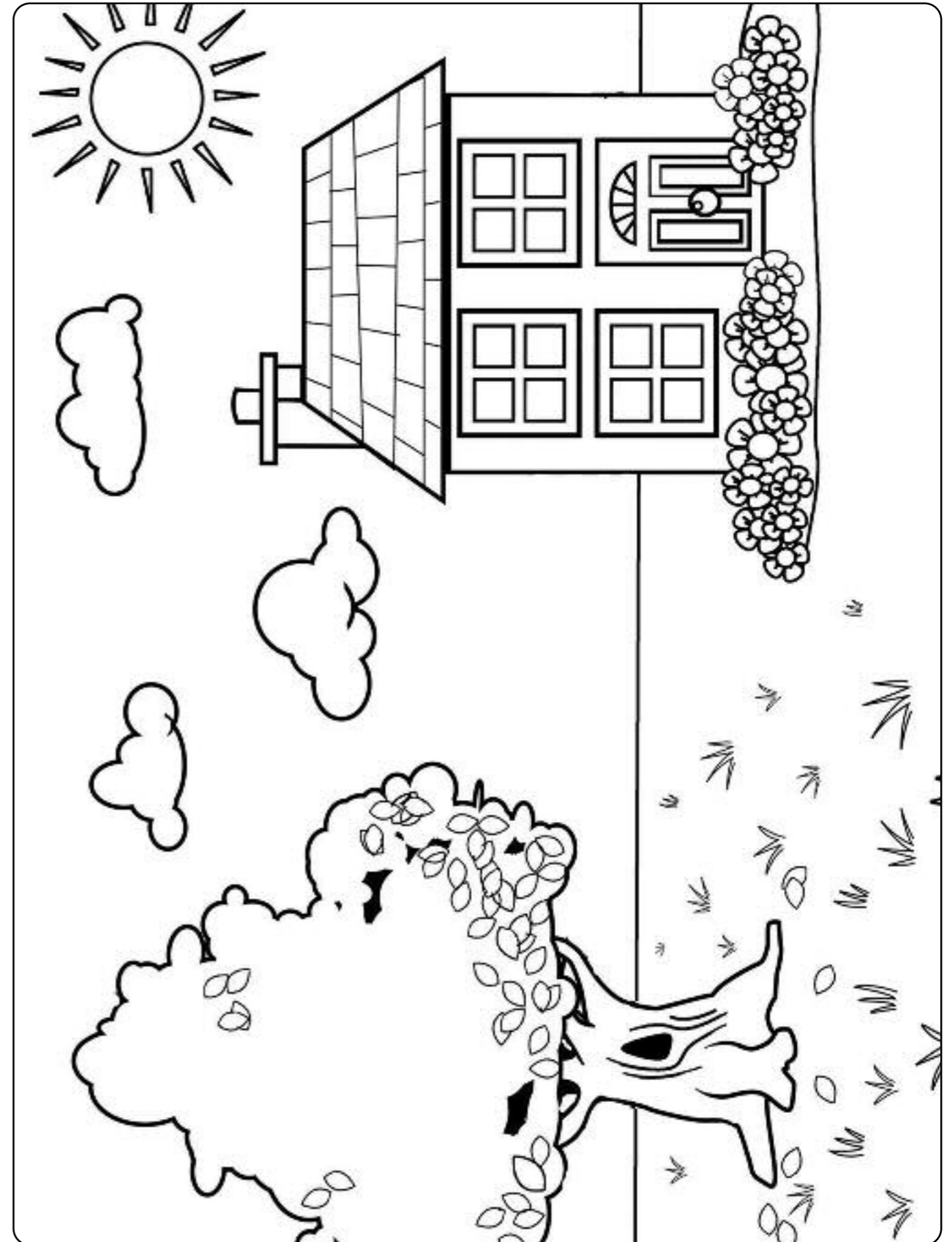
Along came two birds, a seagull and a lark. “A, a, Emily!”, they said. “Please don’t do that, we can’t sing in a yellow sky and we don’t want to fly over green clouds.”

Emily heard the birds but she didn’t listen, she didn’t think and she didn’t stop painting. Emily only had a wee bit of every colour left and she mixed them all up and made brown paint. She reached up and painted the sun brown.

SUDDENLY every thing went dark and Emily was very cold. She couldn’t see anything and couldn’t find her way home. She sat down under the tree. She was cold and scared and ready to cry when she started to think about what she had done.

Just then it started to rain. The rain cleaned all the painting Emily had done and Emily could see her house. The sun shone again and it used all Emily’s colours to make a beautiful rainbow. The rainbow was still there when Emily went home.

Every time Emily sees a rainbow now she remembers that it is very important to listen and very important to think about what you hear.





Dear Parents / Guardians,

Your child is learning about the importance of names and how each person’s name helps to form part of his or her identity. This is part of the ongoing work that we do to around the issues of respect and communication. As part of this work I have asked the children to find out about their own name and why they were given this particular name.

The following questions should help them complete this homework task:

Were you named after someone else in your family?

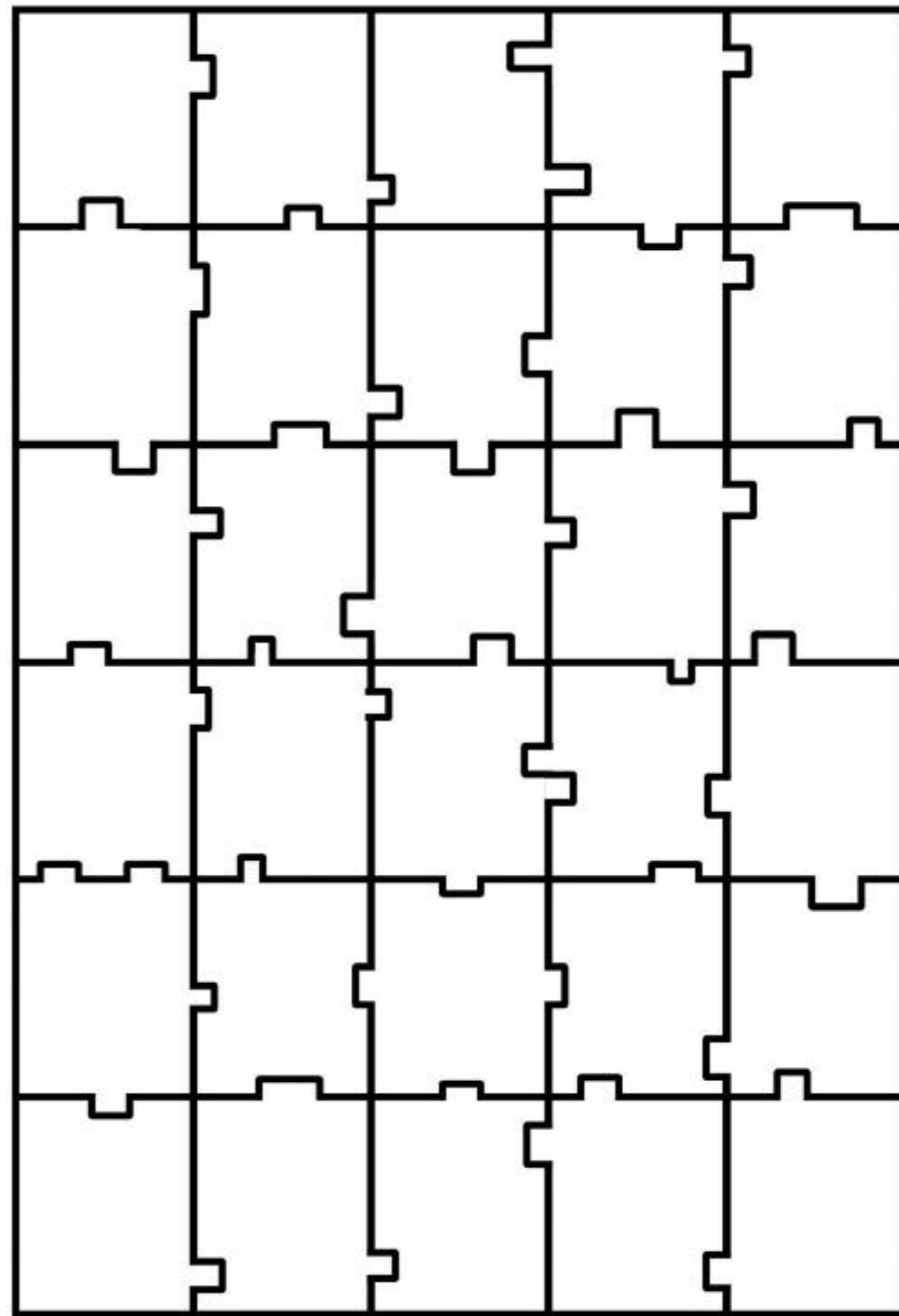
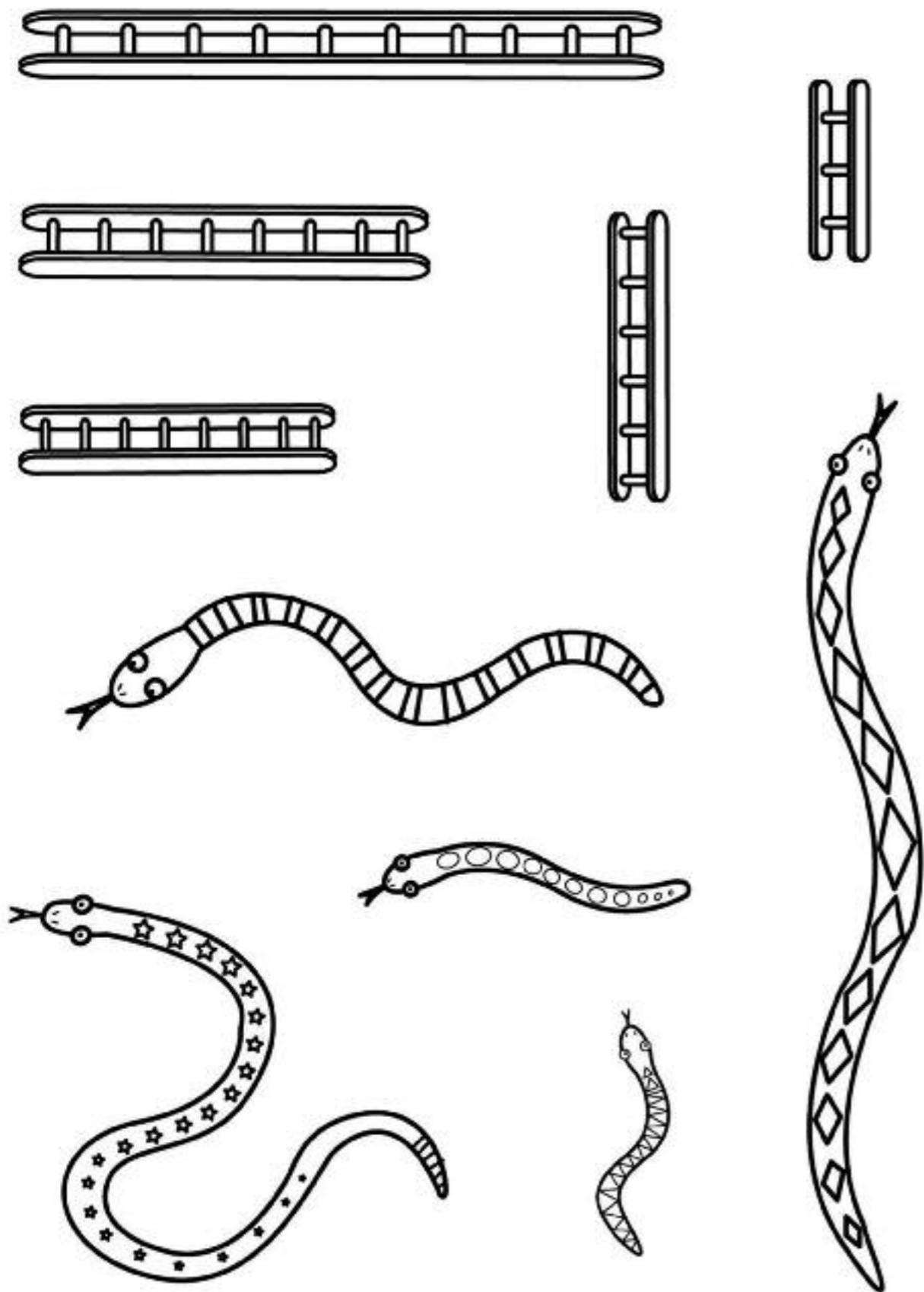
Are there many people in your family with the same name?

Who chose your name and why did they choose this name?

Do you know what your name means?

Why is your name special?





**Story/Portrait 1:**  
(Portrait with Granny, Tom and Caboodle!)

**Granny, Caboodle and Me!**

“My name is Tom.  
I live with my Granny and her cat ‘Caboodle’.  
I have my own room.  
Granny helps me with my homework and I help her bake cakes.  
Sometimes, Caboodle sneaks into my room and wakes me up!”

**Story/Portrait 2:**  
(Portrait with Róisín and her mummy)

**Siobhán and Róisín**

“My name is Róisín.  
My mummy Siobhán and I just got a flat of our own.  
We used to stay at the hostel and Siobhán read me a story every night.  
Now we read them in our new bedroom!  
I’m going to invite my friends from school to come and visit soon.”

**Story/Portrait 3:**  
(Portrait with Raj, 2 brothers, 2 sisters, granny, dad and mum with bump!)

**The Chatha Family**

“My name is Rajinder.  
I am the youngest of five children but not for long!  
My mum is having a new baby.  
My dad’s mum lives with us too so I share a room with my brothers.  
I hope the new baby is a girl!”

**Story/Portrait 4:**  
(Portrait with Winnie, 2 sisters – 1 a toddler, grown up brother, mam and dad)

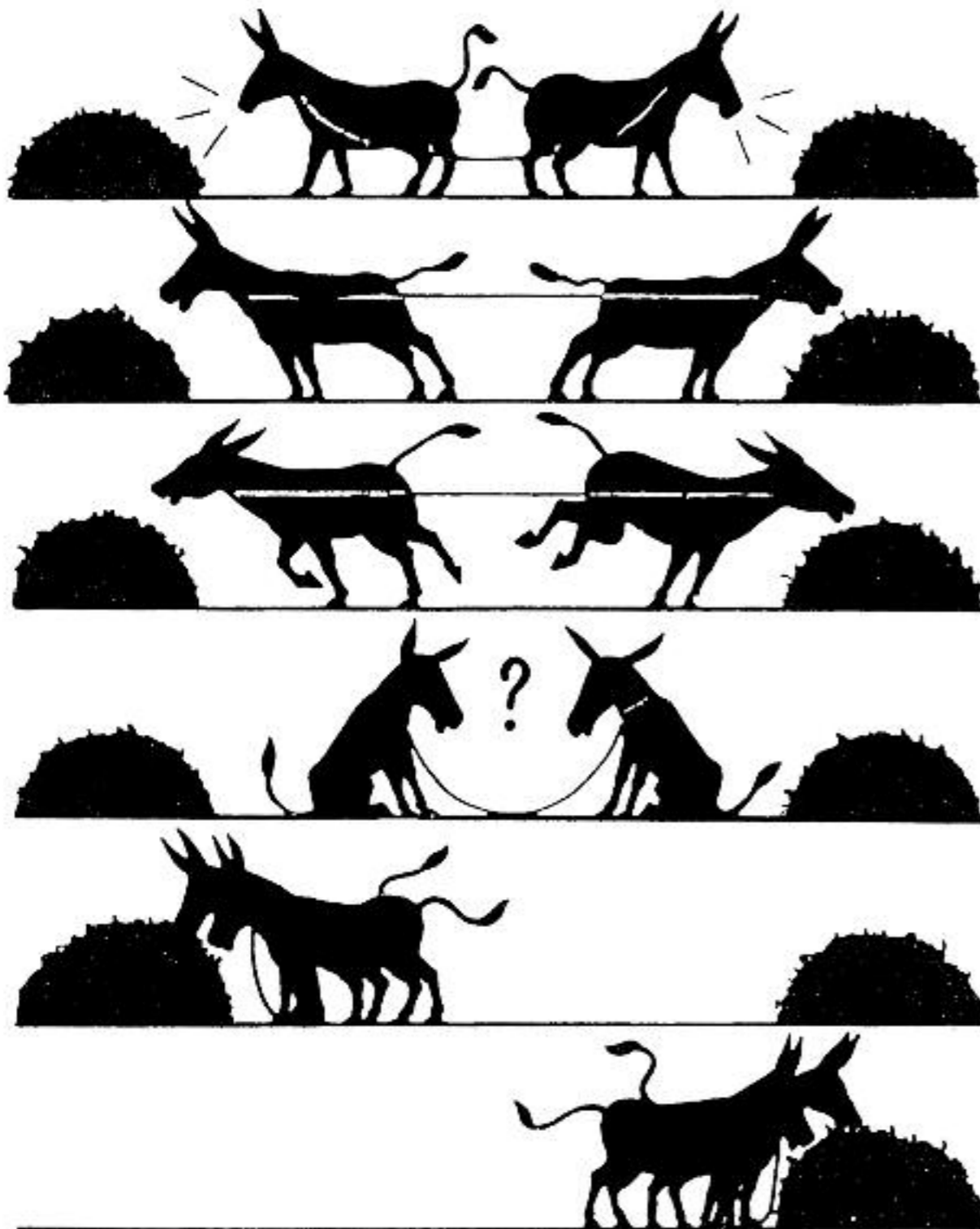
**We are the Wards**

“My name is Winnie.  
My family live in a caravan.  
We just got a new van and I love it.  
Sometimes we move around but mostly we stay in one place.  
My cousins live beside us now on the site so I have loads of friends to play with.”



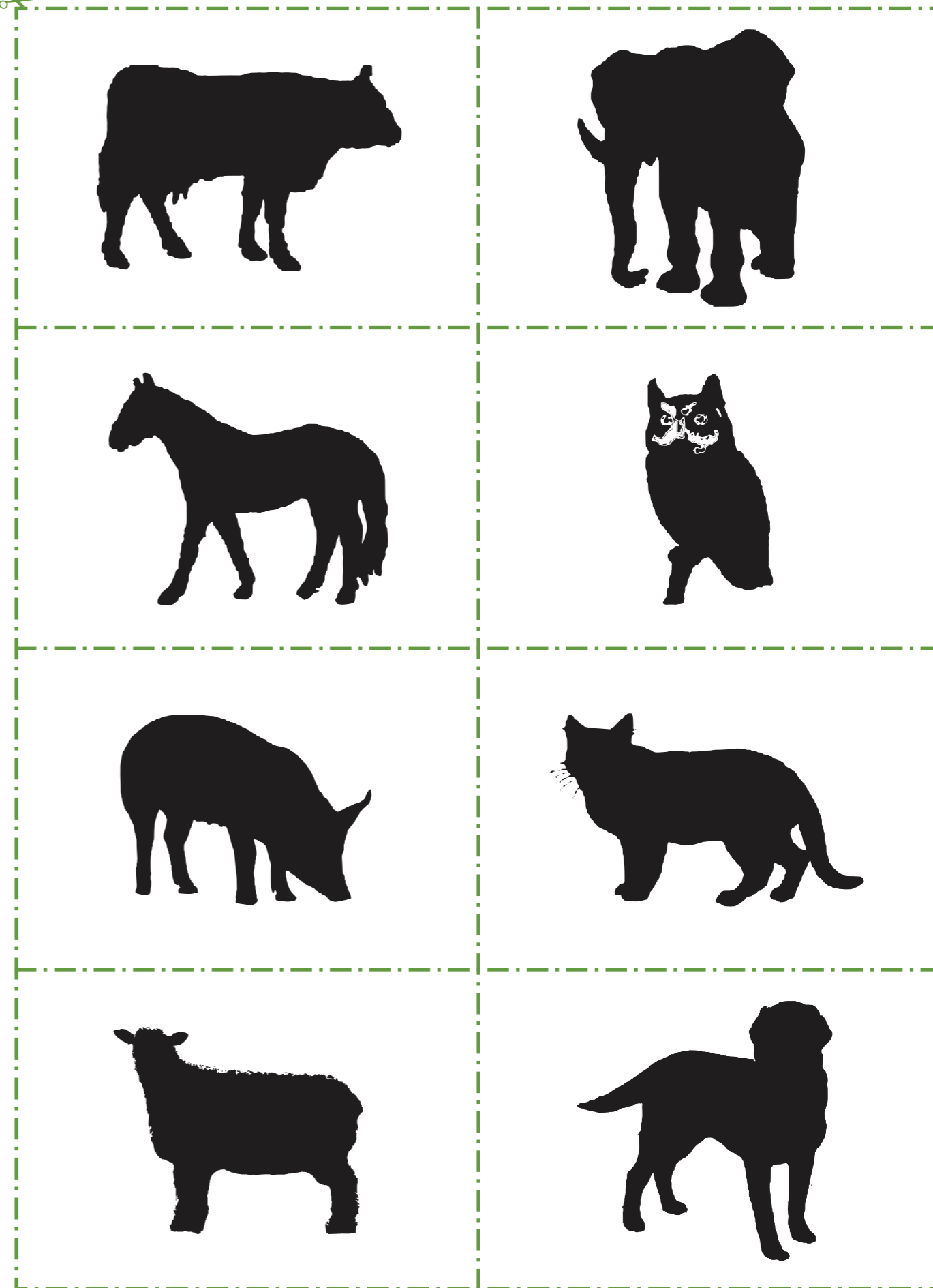


# CO-OPERATION



# IS BETTER THAN CONFLICT

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Theme 5: Conflict Resolution

Theme 5: Conflict Resolution



Dear Auntie Annie,

A big boy in school keeps pushing me in the yard. I told him to stop but he just laughed at me and so did his friend.  
Can you help me?

From,  
Louise.

Dear Auntie Annie,

My sister and I always want to watch different programmes on TV. Our favourite programmes are on at the same time on different channels.  
Can you help us sort this out?

From,  
Niall.

Dear Auntie Annie,

A girl in my class said I was smelly, told no one to play with me so I hit her. Now the teacher is really cross with both of us.  
Can you help?

From,  
Sian.

Dear Auntie Annie,

My best friend who sits beside me is moving away to a new school. I will be lonely when he goes and have no best friend to play with.  
Can you help me?

From,  
Paulo.



LAURA 	Amy is FUN TO PLAY WITH	DAVID ☆☆☆	
KID 	Aoife is very friendly	William me ☆	KAT 
COLIN 	Laura is a good singer	PAVEL 	
DAN 	JAMES! 	SUSAN IS VERY FUNNY SHE MAKES US LAUGH!!	CIARA VERY FOOTBALL
John is very helpful!	DAVID IS VERY clever 	Amy! ♡♡	
I AM happy	SUSAN 	Ciara is good at ART!	ben 

