

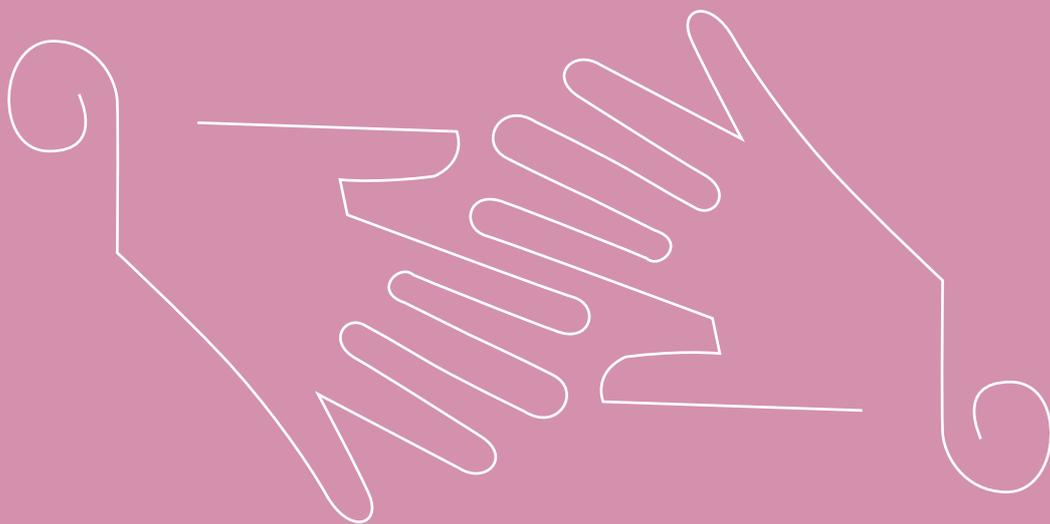
POST-PRIMARY

Social, Personal and Health Education

Guidelines for Teachers of Students with

MILD

General Learning Disabilities



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Introduction

These guidelines are designed to support teachers of students with mild general learning disabilities who are accessing the junior cycle curriculum, to develop the skills necessary to care for themselves and others, and to make informed decisions about their health, personal lives and social development.

These guidelines are designed to support the Social, Personal and Health Education teacher in the context of a whole school plan for students with special educational needs. SPHE provides all students with a unique opportunity to develop the skills and competence to learn about themselves, to care for themselves and others, and to make informed decisions about their health, personal lives and social development. SPHE addresses areas that are particularly crucial in the development of a person with mild general learning disabilities. These include the development of positive self-esteem, social and communication skills, safety and protection skills, the ability to express feelings appropriately, and the ability to make decisions. SPHE provides opportunities for students with mild general learning disabilities to develop and address these skills in a structured and safe environment. The syllabus for Social, Personal and Health Education at junior cycle level contains material for assisting teachers in developing in students the information, skills and understanding that are central to SPHE. The syllabus, teacher guidelines, and other support materials can be accessed at www.sphe.ie.

A full account of each area of experience is presented in the introductory volume accompanying this set of materials, which also includes useful guidelines on school and classroom planning. Similar materials have been prepared for teachers working with students accessing the *Primary School Curriculum*. Continuity and progression are important features of the educational experience of all students, and for students with special educational needs they are particularly important. Therefore, all the exemplars presented here include a reference to the *Primary School Curriculum*.

In the section *Approaches and Methodologies* individual differences are emphasised, and potential areas of difficulty and the implication of these for learning are outlined and linked with possible strategies for classroom use.

The exemplars have been prepared to show how students with mild general learning disabilities can access the curriculum through differentiated approaches and methodologies. It is hoped that these exemplars will assist teachers in providing further access to the remaining areas of the SPHE curriculum. A strong emphasis is placed on using active approaches to learning through the use of real-life experiences that relate to the students' environment and prior learning. A range of assessment strategies is identified in order to ensure that students can receive meaningful feedback and experience success in learning.

Approaches and methodologies

Consultation with and/or involvement in the Individual Education Planning process, as well as teacher observation, will assist the SPHE teacher in organising an appropriate learning programme for students with mild general learning disabilities. Such an approach will assist the teacher in selecting suitably differentiated methods for the class.

Individual differences in talents, strengths and needs

If learning activities are to be made meaningful, relevant and achievable for all students, it is important that the teacher finds ways to respond to students' diversity by using differentiated approaches and methodologies.

This can be achieved by:

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups
- spending more time on tasks
- organising the learning task into small stages
- ensuring that language used is pitched at the students' level of understanding and does not hinder understanding of the activity
- using task analysis, outlining the steps to be learned/completed in any given task
- posing key questions to guide students through the different stages/processes, and to assist in self-direction and correction
- using graphic symbols as reminders to assist students in understanding the sequence/steps in any given task/problem
- modelling task analysis by talking through the steps of a task as it is being done
- having short and varied tasks
- creating a learning environment through the use of concrete, and where possible everyday, materials, and by displaying word lists and laminated charts with pictures.

Teaching strategies

When planning for teaching and learning in the area of SPHE, a variety of teaching strategies needs to be considered. These will respond to the particular challenges faced by students with mild general learning disabilities in engaging fully in the stages of learning in SPHE, as outlined in *Social, Personal and Health Education, Junior Cycle Guidelines for Teachers*, p. 26:

- experiencing
- processing
- generalising
- applying.

Potential areas of difficulty may emerge for students with mild general learning disabilities in engaging with classroom experiences and methodologies. It is important to remember that not all students with mild general learning difficulties face all of these challenges. Neither is it an exhaustive list. The following suggests some strategies to meet some commonly found areas of potential difficulty.

Addressing potential areas of difficulty for students with mild general learning disabilities

▲ Potential area of difficulty	= Implications for learning
A lack of social skills	The student may be 'lost' in a group or lack confidence to participate in group work.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Provide plenty of simple group tasks, simple games, etc. ■ Provide opportunities for partner work based on familiar areas to enable the student to build up familiarity with the group and to get used to speaking in a group situation. 	

▲ Potential area of difficulty	= Implications for learning
Poor listening skills	Students may: <ul style="list-style-type: none"> • find it difficult to listen to complex sentences or multiple meanings • not understand the central message of what he/she has heard • only tune in at the end of a sentence • focus on a word rather than on the totality of what has been said • not understand some vocabulary used • find group work difficult.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Avoid complex questions and sentence structures. ■ Guide their listening by telling them what to look out for beforehand. ■ Read a story twice for them. Ask <i>'Would you like to hear that again before you do the exercise on it?'</i> ■ Ensure that potential distractions are concealed or removed. ■ Draw the attention of the student to prior experience or learning. ■ Guide the students in relation to posture and focus. (<i>'Sit and listen while I read you a story about this.'</i>) ■ Use gestures, facial expression, tone of voice, pictures, symbols, and concrete materials to assist listening. ■ Explain new terms and vocabulary before reading. ■ Use sequence indicators: first, then, next, finally. ■ Ask the student to relate back to the teacher instructions that have been given, or stories that have been told. 	

▲ Potential area of difficulty	= Implications for learning
Associating ideas	<ul style="list-style-type: none"> • The student may have difficulty with brainstorming activities. • He/she student may not be familiar with or remember the topic being discussed. • He/she may lack confidence to contribute to class/group session.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Give frequent reminders of the topic. (A rough drawing beside a word could serve as a 'cue'.) ■ Let all students know they will contribute at least twice to a session. ■ Affirm every contribution. (Recording it on a board, linking it with others, etc.) 	

▲ Potential area of difficulty	= Implications for learning
<p>A lack confidence and the communication skills necessary for participation in debates and class discussions</p>	<ul style="list-style-type: none"> • The student may find participation in debates very difficult. • He/she may find it difficult to participate in class/ group discussions. • He/she may contribute inappropriate information. • He/she may be loud and dominant. • He/she may have difficulty vocalising thoughts or views adequately. • He/she may rely on others to do the talking, to respond on his/her behalf. When asked to explain a particular response he/she may presume that the response was incorrect.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Provide an atmosphere that welcomes contributions from all students. ■ Encourage and provide opportunities and time for students to ask questions, where asking questions does not necessarily mean that he/she has made an error or does not understand. ■ Link class content to the student's experiences within and outside the classroom. ■ Begin from the student's present level of ability and build on existing vocabulary and language structures. ■ Encourage the student to use sequence indicators, as modelled by the teacher and others. <i>'First... then... finally...'</i>. ■ Use prompts e.g. gestures or visual clues to trigger vocabulary and await student's contribution with positive expectancy. ■ Provide opportunities for students to interact with adults both within and outside the school community. ■ Provide opportunities for students to practise using new terms/vocabulary. (e.g. invite them to ask other students to explain meanings of new term). ■ Guide students in turn-taking in group work, by clear assignment of roles or sequence of contributions. ■ Make word walls/banks by decorating and displaying relevant words relating to themes/topics being studied. Refer to this when teaching or reviewing a topic. ■ Devise, revise and review ground rules regularly. 	

▲ Potential area of difficulty	= Implications for learning
Limited reading ability	<ul style="list-style-type: none"> • Students may have difficulty reading written texts (text books, charts, handouts, etc.) • Students may not be able to participate fully in class activities.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Use reading tasks only when really necessary. Keep reading activities short and simple. ■ Consider alternatives, for example video clips, ICT options when students are researching topics. ■ Make an e-portfolio based on an SPHE topic. ■ Read text aloud for students/class. ■ Consider font style and size of font, layout of text (short lines of three/four words on coloured paper in pastel shades like blue or green). ■ Store students' work as a basis for future learning. ■ Use modified worksheets or verbally delivered instructions. ■ Encourage students to make their own diagrams of new material in groups, for example mind mapping, using drawings and colours as well as words. 	

▲ Potential area of difficulty	= Implications for learning
Communicating in a new situation or with a stranger	Students may not ask any questions and thus lose interest in what a classroom visitor has to say.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Before the visitor arrives, discuss with the class why he/she is coming and what they want to find out. ■ Draw up a list of questions from which each student chooses one. ■ See the section on visitors in the <i>SPHE Handbook</i>. 	

▲ Potential area of difficulty	= Implications for learning
An inability to progress beyond the concrete and imagine that he/she might be someone else or in another place	The student may find role-playing difficult.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Practise with familiar situations, for example ordering a meal, asking for directions, returning a faulty item. ■ Have the student work with a peer with whom he/she is comfortable. ■ Initially give a student minor roles in role-playing. 	

▲ Potential area of difficulty	= Implications for learning
Relating the message of a story to his/her own experience	Engaging with a narrative may be difficult for the student.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Keep the story simple. ■ Tell/read the story twice. ■ Include familiar places/people in the story. ■ Explain why you are telling them the story. Talk about it and encourage student comment and questions. ■ Ask students to tell/write a similar story themselves, using the story frame provided and supplying them with words they might need on the page. A cloze exercise would be useful in helping their understanding of the key message. 	

▲ Potential area of difficulty	= Implications for learning
Understanding the point of the game	The student may not participate in suggested games.
+ Possible strategies	
<ul style="list-style-type: none"> ■ At the outset, tell students why they are playing the game. ■ Keep games simple to start with. ■ Repeat games that are familiar to build up confidence. ■ Keep the language of instruction clear and simple. ■ Keep explanations short. 	

▲ Potential area of difficulty	= Implications for learning
Imagination and abstract thinking	The experience of visualisation may be a challenge.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Start with something familiar. ■ Keep the language of description and instruction clear and simple. ■ Use visual cues. 	

▲ Potential area of difficulty	= Implications for learning
Transferring learning, concepts or skills from one context to a different context	The application of knowledge previously learned in SPHE may be difficult.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Begin lessons by stimulating students' recall of previously learned knowledge. Use visual/auditory prompts to aid recall. Make links to previous learning during the lesson and at the end of the lesson. ■ Encourage students to compile a personal SPHE folder. ■ Take every opportunity to acknowledge the application of previous learning. ■ Other colleagues, perhaps through the Individual Education Planning process (IEP), may also acknowledge application of SPHE learning. 	

▲ Potential area of difficulty	= Implications for learning
Linking activities and their purposes and reflecting on activities	The student may have difficulty in generalising from experiences.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Encourage comment and discussion after each activity. ■ Use reflection sheets with questions such as, 'What did I learn today about...?', 'How was this class for me?'. 'What advice would you give a first year student in this area?' or 'What advice would you give a younger friend/brother or sister about this?'. Responses to questions such as these could be stored in students' folders. 	

▲ Potential area of difficulty	= Implications for learning
Applying what is learned in SPHE to real life situations	Transferring learning in SPHE to real life may be difficult for students.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Discuss how each of the concepts taught is important in real life, giving a variety of examples and role-playing experiences where possible. ■ Involve students in real activities, for example a visitor to the classroom, visiting somewhere locally. ■ Link the content of lessons with the student's own experiences or with an event in a popular TV series. A clip could be shown and a discussion built around it. ■ Make the learning tangible by bringing in props for role playing. ■ Use social stories and encourage comment and discussion. 	

▲ Potential area of difficulty	= Implications for learning
Inability to deal with more than one instruction at a time	Following instructions may be difficult.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Repeat short, clear instructions accompanied by visual clues. ■ Use non-verbal and verbal cues and ask students to repeat instructions. ■ Promote independent learning by presenting clear guidelines on how and when assistance will be given by the teacher/other students during the lesson. (For example, 'When you have finished Part A you can work with your partner to answer Part B'.) 	

▲ Potential area of difficulty	= Implications for learning
Inability to cope with new information, skills or activities	The student may be overwhelmed by the learning process.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Break each task into achievable subtasks. Provide support as needed. Say to the student, <i>'Let's take the next step', 'What do you think we should do now?'</i>. ■ Use peer support (students working together in pairs or small groups). ■ Ensure that assessment techniques take into account the needs and strengths of all students. For example, allow and encourage students to give feedback orally, symbolically, pictorially, dramatically, and using ICT. ■ Set personal achievable and challenging targets to promote self-esteem and reward and praise all students for their efforts in a variety of ways. (Display work, note achievements in homework diaries, give the students marks for effort as well as achievement, acknowledge strengths.) ■ Create a relaxed classroom atmosphere in which a sense of humour can help alleviate pressure being felt by students. 	

Exemplars

The exemplars presented here are designed to show how the strategies outlined can work in classrooms and to model practice that can meet the objectives of the Junior Certificate SPHE programme and serve the particular learning needs of students with mild general learning disabilities.

Structure

Each of the exemplars is preceded by a summary in the form of two tables. The first table is an introduction to the exemplar. It outlines the relevant sections of the Primary Curriculum, Junior Certificate (Ordinary level) and Junior Certificate School Programme (JCSP) curriculum. It also highlights some of the characteristics of students with mild general learning disabilities that relate specifically to the area covered in the exemplar and lists some of the strategies used. In addition, a time scale and a list of resources are provided. The second table outlines the exemplar in more detail by providing suggested outcomes, supporting activities and assessment strategies for a lesson or series of lessons.

Exemplars

No.	Syllabus module	Exemplar title	Page
1.	Belonging and integrating, self-management	Settling in	14
2.	Communication skills	Be yourself	27
3.	Physical health, relationships and sexuality education	Taking care of myself	43
4.	Friendships and relationships and sexuality	You've got a friend	47
5.	Emotional health	Emotions	58
6.	Influences and decisions	Decisions	69

Exemplar 1: **SPHE****Syllabus module:** Belonging and integrating, self-management

Settling in

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Strand: Myself</p> <p>Strand unit: Self-identity: <i>Developing self-confidence</i></p> <p>Strand: Myself</p> <p>Strand unit: Growing and changing: <i>As I grow I change</i></p>	<p>Belonging and integrating: Coping with change: Joining a new group</p> <p>Self-management: A sense of purpose: organising myself</p>	<p>Social, personal and health education: Bullying, personal security and safety</p>

Time scale: The full range of learning and assessment activities presented in this exemplar may take three to four class periods.

Potential areas of difficulty

- Being overwhelmed by the transfer to a new school
- Communication skills
- Social skills
- Language skills (using appropriate forms of speech, understanding new/abstract terms such as *passive*, *assertive*)
- Generalising (applying learning to new situations)
- Lack of focus on the topic of communication
- Poor long-term memory
- Getting 'lost' in a long and protracted discussion around a subject

Exemplar 1: SPHE

Strategies used in this exemplar

- Modelling of activities by the teacher and peers
- Games
- Reality-based learning
- Pair work
- Brainstorming
- Class/group discussion
- The student making a chart for the classroom
- Active learning followed by reflection
- Frequent reminders by the teacher of the focus of the lesson, using visual/other sensory prompts.
- Over-learning:
 - re-teaching in different contexts
 - gradually increasing the range of contexts
 - using role-playing or real experience
 - challenging a student to recognise whether a skill is applicable in a new context
 - considering what someone should have said/done
 - reinforcing any evidence of spontaneous generalisation of learning.

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Resources

- Sticky notes for the *Wishing tree*
- Chart paper and markers
- Photographs of important places in the school

Exemplar 1: SPHE

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> • become familiar with the group and the teacher • respond to their new school • organise themselves • know where to go for help. 	<ul style="list-style-type: none"> • Introduction games. • Partner-work. • Brainstorming activity + word bank. • Class/group work on the <i>Wishing tree</i> (fears and wishes). • Completing work sheets in small groups, followed by feedback to class. 	<ul style="list-style-type: none"> • Teacher observation of students' experience of activities, such as: <ul style="list-style-type: none"> – student drawings – student photographs – students' poster of their school. • Self assessment. • Peer assessment.

Note:

It is important that the objectives of each lesson are clearly stated at the start of every lesson and reviewed at the end. In that way the student is clear as to the purpose of the SPHE lesson. It can help if students write, '*What I learned today is...*', in their student journals.

Exemplar 1: SPHE

Activity 1a

Introduction games

The teacher introduces him/herself, writing his/her name on the board and giving the class some biographical details.

Two students are then invited to do the same, and another student is asked to tell what he/she knows about one of them.

Working in pairs or in groups, each student elicits three pieces of factual information from his/her partner, for example name, favourite music/food/film/film, favourite drink.

Students report about their partners to the group.

Group members inform the class about other members of their group.

Activity 1b

Powerball

A soft ball is passed to a student, who then has the 'power' to ask other students (in this case) to introduce himself/herself. 'Powerball' is a very useful strategy to ensure the involvement of students who may be reluctant to participate, or are finding the experience of being in a new group overwhelming. Their role can be the power-holder or the person who is forced to respond. It can be adapted easily for other learning experiences in SPHE.

Another fun strategy that facilitates the inclusion of students in class activities is for the teacher to count at random ending on a particular number, but varying the counting pattern. For example 2 numbers are called and these become partners.

Exemplar 1: SPHE

Activity 2a

Students engage in a brainstorming activity on their new school. A word bank emerges and is compiled on the board. A word-bank is a very useful tool in giving cues to language that are required in any given task. Furthermore, because it is on the board, spelling does not become an issue. Sometimes the teacher can put a rough visual clue beside a particular key word.

The following questions might be used to elicit useful words:

- How do you feel about being in this new school?
- Name some feelings you could have.
- Are there good feelings and not so good ones?

The following is an example of a word-bank developed from a class discussion, using emotions as an example.

Note: While illustrated material is attractive, the students will also benefit from developing their own drawings of their emotions.

Word bank—feelings about new school			
Happy		Disappointed	
Scared		Embarrassed	
Positive		Negative	
Angry		Glad	
Sad		Proud	

Exemplar 1: SPHE

Activity 2b

Wishing tree activity (groups of five to six students)



The teacher can sketch or invite the students in the group to sketch the outline of a tree on chart paper. Students then can write or draw their feelings on adhesive notes to attach to the tree. Use green notes for good feelings and brown/red notes for the negative emotions. These can be displayed or stored for review.

Note: This activity can be repeated many times. It encourages reflection, awareness and self-evaluation. It is also useful groundwork for future SPHE classes on emotions.

Exemplar 1: SPHE

Activity 2c

Getting to know my new school

The teacher introduces the topic of *Things you need to know in your new school*. He/she conducts a class discussion encouraging lots of questions and answers on school information. Students themselves and the teacher will supply the information which is recorded on the board. This can be followed by students completing the following worksheet. Students can work in pairs on this.

Secondary school

Name of school:

Name of my class:

Name of Principal:

Name of Deputy Principal:

Year Head:

Class teacher:

Number of students in the school:

Number of teachers:

Number of 1st years:

Number of 1st year classes:

My locker number is:

Exemplar 1: SPHE

Activity 3a

Organising myself (group work)

Divide the class into small groups. Give each of them a time of day: morning before school, morning in school before class, at break, at lunchtime, at the end of school before they go home, when they are in the class, in the evening at home, etc.

Each group will make a list of the three most important things to organise for the time they are allocated. These are written on a sheet and posted on the wall beside the group. Allocate roles so that each member contributes. Each group reports back to the class.

Variation

Using their timetables, groups could list what students need in their bags on Monday morning, on Tuesday afternoon, etc. Again, these are posted on the wall for the class to see.

Use the following worksheet for individual/group evaluation and reflection.

Exemplar 1: SPHE

Worksheet

Today I found out

I will be able to organise things better if I

1.

2.

What would you say to a new first year to help them be organised?

What worked well for me today in SPHE was

What did not go well for me in SPHE today was

Exemplar 1: SPHE

Activity 4a

Places to go

Use photographs of the school for each group to identify key places.

Each group gives feedback and revises/refreshes this throughout the year.

Ask students to find or describe how to get to the toilets, office, a classroom, the canteen, the staff-room, the year-head's office, the PE hall, the home economics room, the art room, etc. Discuss how to get from one classroom to the next, if that is relevant to the school.

Encourage discussion around what they do if they are not sure where to go. Each group suggests two to three strategies about what they should do. Encourage students to list these.

Students decide the four most important places for them in the school so far. Groups report back and describe their places and how to get there.

Activity 4b

An application of this learning would be to assign students to take photographs of key places in the school later in first year, that would be of use to incoming new students. This activity will yield useful prior discussion on rights and responsibilities, for example who to photograph, whose permission should be sought, the right to privacy for all school people, the responsibilities involved, etc. The class could make a wall chart of these for reference throughout the school year.

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Activity 4c

Table quiz

Depending on class size, divide the class into teams. Prepare a quiz on the timetable, rooms, length of classes/ lunchtimes/variations on different week days, as is relevant to your school. A picture quiz whereby students identify teachers, places in the school, etc. would provide interest.

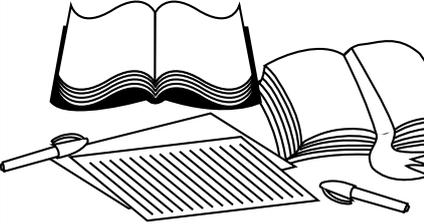
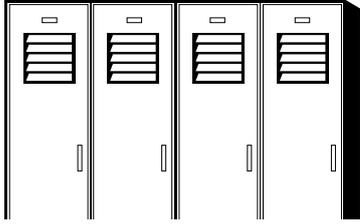
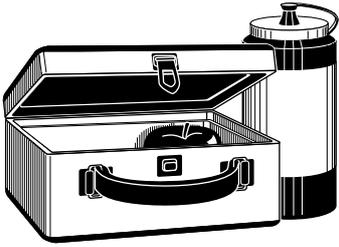
Students in teams confer and take turns writing/saying the answers. Allocate the role of 'chairperson' to ensure that each group member takes part in answering and group work.

Exemplar 1: SPHE

Activity 5

Getting help

Divide class into groups of four. Give one card to each group of students and ask them to suggest two solutions to the problem presented. Students give feedback to the main class group. (See following worksheet.)

Getting help		
<p>You forgot to get your homework journal signed. What could you do?</p> 	<p>Another student is annoying you on the school bus. You don't know his/her name. What could you do?</p> 	<p>You can't get to your locker in time for the next class. You can't get your books. What could you do?</p> 
<p>You are late for class. What could you do?</p> 	<p>You don't understand what the teacher is talking about. What could you do?</p> 	<p>You keep getting mixed up with different classrooms. What could you do?</p> 
<p>You have lost your school coat. What could you do?</p> 	<p>You have forgotten your lunch. What could you do?</p> 	<p>You are late for school. What could you do?</p> 

Exemplar 1: SPHE

Activity 6

Student groups design an attractive poster

Such a poster can:

- help new students to settle in quickly
- be displayed in 6th class classrooms in local primary schools to help students there to prepare for transfer to your school.

Provide student groups with paper, markers, pictures, downloaded material from the school website, school newsletters, or newspaper cuttings of sporting or other achievements.

They can use worksheet materials from previous activities in this exemplar.

Display the finished work.

Exemplar 2: SPHE

Syllabus module: Communication skills

Be yourself

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
Strand: Myself and others Strand unit: Relating to others, Communicating	Communication skills Express yourself, learning to listen, passive, assertive and aggressive communication	Personal development: Positive communication

Time scale: The full range of learning and assessment activities presented in this exemplar may take three to four class periods.

Potential areas of difficulty

- Communication skills
- Language skills (using appropriate forms of speech, understanding new abstract terms like *passive*, *assertive*)
- Generalising (applying learning to new situations)
- Lacking focus on the topic of communication
- Poor long-term memory

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Strategies used in this exemplar

- Learning by direct experience (reality-based learning, games)
- The teacher modelling the use of new terms, giving students lots of opportunities:
 - for practice
 - pair work
- Re-teach in different contexts, challenging students to consider whether skills are applicable in a new context or to consider what someone should have said or done.
- Reinforcing evidence of the generalisation of learning
- Reminding students frequently about the focus of the lesson
- Using visual and other sensory prompts

Resources

- An episode of *Fawlty Towers: Communication Problems* or other similar material
- Colouring materials
- Small adhesive coloured labels

Exemplar 2: SPHE

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> • develop listening skills • identify different types of communication, including body language • develop communication skills • communicate assertively. 	<ul style="list-style-type: none"> • Teacher explanation with examples and modelling. • Students watching a film clip of <i>Fawlty Towers</i>. • Group/pair work. • Word bank. • Introduction to using metaphors. (<i>Mouse, Monster and Me</i>, see page 37.) • Role-playing. 	<ul style="list-style-type: none"> • The teacher observes students' participation in and experience of activities, such as: <ul style="list-style-type: none"> – drawings – completing worksheets and drawing exercises. • Peer assessment. • Self assessment using the quiz and scoring key.

Note: These topics form a central part of an SPHE programme and ideally should be revisited throughout the school year. Very often examples of these types of communication will arise in different lessons. These should be acknowledged and used by the teacher in enabling students to apply learning. Learning to communicate should be a consistent feature of the entire Junior Certificate SPHE programme.

Exemplar 2: SPHE

Activity 1a

The teacher speaks to the class about some topical issue or a recent event in the school, inviting responses and questions from the students, during which the teacher models good communication skills.

The teacher then explains that this was a model of good communication and invites the students to comment on what they noticed, what could be improved, or what they would have said or done differently.

The teacher then explains the term communication (writing it on a whiteboard), and gives examples of how words are used to communicate messages, information and ideas in everyday life. Students are invited to comment and give their own examples. The teacher (with help from the class) writes some principles for good communication on the board, for example eye-contact, nodding, asking questions, looking interested, facing the person, using facial expressions.

Activity 1b

The students are grouped in threes and the teacher asks two in each group to tell each other what they will do at lunch time, after school, etc., while the third student records the skills used. Each student in the group should be given the opportunity to talk and record. The following worksheet can be used to record students' use of the different communication skills.

Exemplar 2: SPHE

Recording sheet

Student name	Date
--------------	------

	Yes (Y)	No (N)
Eye-contact 		
Nodding 		
Looking interested 		
Facing the person 		
Facial expression 		
Asking questions 		

Which skill(s) will I work on?

I will _____ today/this week.

Next week I will check this and see how I am doing.

Now, draw the skill(s) on the other side of the worksheet!

Exemplar 2: SPHE

Activity 1c

As a self evaluation exercise students could use the following template to record their use of communication skills, employing a scale of 1 to 4.

	1	2	3	4
I made eye-contact				
I asked questions				
I nodded to show I was listening carefully				
I was facing the person who was speaking to me				

Activity 1d

Before storing these work sheets in his/her folder, the student can reflect, decide on, and note which skill(s) he/she would like to work on in the near future. Each student is invited to draw a picture of the communication skill(s) they want to work on.

Exemplar 2: SPHE

Activity 2

Explain to the students that:

- they will be watching some film to pick out examples in which people communicated very badly
- they will then work in pairs to discuss and decide on the three best examples of poor communication in the film clip, and the advice they would give for improvement
- the pairs will then be invited to feed back to the full class.

Show part of the episode of *Fawlty Towers, Communication Problems* (or other similar film material).

Distribute work cards, or write the three questions on the board. Students will work in pairs/groups, identifying the following:

<p>Examples of poor communication from the film clip</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
--

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<p>What advice they would give to Basil</p> <p>If _____</p> <p>If _____</p> <p>If _____</p>

<p>What advice they would give to Manuel</p> <p>If _____</p> <p>If _____</p> <p>If _____</p>
--

The teacher then facilitates feedback from the groups.

Exemplar 2: SPHE

Activity 3

The teacher introduces the lesson with a simple story, as follows:

Your friends ask you to come into town with them. You need to do your homework, but feel they will laugh at you for not coming out with them. What do you do?

A short class discussion takes place.

The teacher says the words *aggressive*, *assertive* and *passive*, writes them on the board, and writes the students' responses under each heading, as appropriate.

The following scenario could be used for role-playing.

In a restaurant somebody orders soup, and it is cold. The teacher encourages the students to take part in role-playing this situation. Initially the teacher (in role) can take the part of the waiter and the customer alternately. As students gain confidence, the teacher can withdraw and allow the students to take both roles themselves.

Subsequently students can use the three columns on the board to describe the behaviours experienced in the role-playing, and categorise them.

Working in pairs, they could then match the descriptions of body language on the following worksheet. A possible variation would be to give students the different words and phrases on cards, which they could then match.

A colour code could also be used. Students could indicate the descriptions of body language with an appropriate colour, for example red for *aggressive*, blue for *assertive*, and yellow for *passive*.

Exemplar 2: SPHE

Types of communication

Aggressive



Assertive



Passive



Exemplar 2: **SPHE**

Body language	Description
Comes up very close to people	Shy
Speaks in a soft voice	Caring
Slouches	Aggressive
Looks you straight in the eye	Thoughtless
Stands up straight	Loud
Relaxed	Mean
Fidgets	Pushy
Speaks very fast	Fair
Stumbles over what they are saying	Friendly
Towers over you	Bully
Speaks clearly	Honest
Sounds angry	Afraid
Looks ready to fight	Confident
Does not look you straight in the eye	Rude
Sounds sarcastic	Apologetic
Stares people in the eye	Respectful
	Sensitive
	Threatening
	Whining
	Calm

Exemplar 2: SPHE

Please match these sentences to the type of communication	
1. This person looks and acts as if you could easily push them over.	
2. This person likes himself/herself and does not need to hide it or show off.	
3. This person is on their guard and is ready to attack anybody.	
Pick 1, 2 or 3 and on the other side of this sheet draw the person!	

Look at the sheet below. Fill in the lines in the boxes below with words from the *Body Language* or *Descriptions* list.

Q. Why do you think 'Me' has the biggest box?

A. _____

Exemplar 2: SPHE

Activity 4

- Match *assertive*, *passive* and *aggressive* to the metaphors ‘*Mouse, Monster and Me*’, emphasising that it’s the ‘me’ we are all aiming for.
- Role-play each type of behaviour. The teacher models the first one with a willing volunteer (or perhaps a special needs assistant, if available).
- This leads to a formulation of a word bank around these ways of communication. Use the previous worksheet for useful words.

Please match these sentences to the type of communication	
<p>The _ Me! ___ Person</p> <div style="text-align: center;">  </div>	
Body language	Description

Exemplar 2: SPHE

<p>The Mouse</p> 	<p>The Monster</p> 
<p>The _____ Person</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The _____ Person</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Write the name of a sports person who is a ME person</p>	
<p>Write the name of a TV monster person</p>	
<p>Think of someone on TV who is a mouse person</p>	

Exemplar 2: **SPHE****Activity 5**

The teacher reads the following questionnaire twice, the second time inviting the students to tick their responses. Students then score themselves with a score key.

Are you too timid?

1. You're always very tired after your Saturday job but a group of friends have hired a film and want to come over to your place to watch it. What do you do?
 - A. Tell them it'll have to be another night as you are exhausted.
 - B. Let them come over and then fall asleep as they watch the movie.
 - C. Agree to let them come over, make sandwiches and get in crisps and popcorn.
 - D. Other.

2. While messing, your brother accidentally breaks your mother's mobile phone. He will be grounded for ages when she finds out and he will miss playing an important game of football. He asks you to take the blame. What do you do?
 - A. Tell him to forget it.
 - B. Agree but make him lend you his Playstation, i-pod/MP3 player, for a week.
 - C. Agree because you feel sorry for him.
 - D. Other.

3. You're with your boyfriend/girlfriend when another boy/girl starts chatting her/him up in front of you. What do you do?
 - A. Tell the boy/girl to go away.
 - B. Stand there fuming but do nothing.
 - C. Grab your boyfriend/girlfriend's hand and drag him/her away.
 - D. Other.



Exemplar 2: SPHE

4. You're at the cinema and some people in front of you start talking loudly. What do you do?
- A. Ask them to keep it down.
 - B. Complain to a member of staff.
 - C. Leave the cinema.
 - D. Other.
5. One of the students in your class is bullying younger pupils. What do you do?
- A. Say nothing. You don't want to get on the wrong side of him/her.
 - B. Tell a teacher.
 - C. Talk to the bully yourself.
 - D. Other.
6. You and a friend start a dog-walking service together. A lady asks you to take a huge angry dog for a walk. What do you do?
- A. Happily take it for its exercise.
 - B. Suggest to your friend that you take the dog out together.
 - C. Refuse to walk it because you are too frightened.
 - D. Other.
7. Which one of these jobs would you prefer?
- A. Working in a coffee shop, serving the public.
 - B. Working on your own, like mowing neighbours lawns or washing their cars.
 - C. Babysitting.
 - D. Other.
8. On the way to school on Monday, your friend asks can he/she copy your homework. What do you do?
- A. Hand it over without argument so as not to lose his or her friendship.
 - B. Offer to help him/her with the homework before school starts.
 - C. Say no, because you are not prepared to share your hard work.
 - D. Other.

Exemplar 2: **SPHE**

Score: I got
This means I am

Scoring sheet for quiz: 'Are you too timid?'

Q.1 (a) 1

(b) 2

(c) 3

Q.2 (a) 1

(b) 1

(c) 2

Q.3 (a) 1

(b) 2

(c) 1

Q.4 (a) 1

(b) 1

(c) 3

Q.5 (a) 3

(b) 1

(c) 2

Q.6 (a) 3

(b) 2

(c) 1

Q.7 (a) 1

(b) 3

(c) 2

Q.8 (a) 3

(b) 2

(c) 1

Exemplar 2: SPHE

Between 9-18

You are a bit timid and a bit brave. It depends on the situation. Sometimes you can do it and sometimes you can't. Be assertive. Be proud of who you are.

Between 0-8

There's nothing timid about you. You know what you want and you can get it without being aggressive. You are a very assertive person.

Between 19-28

You know what you want but you are too timid to go for it. Don't be passive in a situation. Be more assertive. Be clear about what you want, and do something about it!

Exemplar 3: SPHE

Syllabus module: Physical health, relationships and sexuality education

Taking care of myself

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Strand: Myself</p> <p>Strand unit: Taking care of my body, <i>Knowing about my body</i></p> <p>Strand unit: Growing and changing, <i>As I grow I change</i></p>	<p>Physical Health: Body care</p> <p>Relationships and sexuality education: what's important?</p>	<p>Personal Development: Growth and development 1: Make informed choices within personal relationships: Describe the physical and emotional changes which occur in girls and boys during adolescence</p>

Time scale: The full range of learning and assessment activities presented in this exemplar may take three to five class periods.

Potential areas of difficulty

- Inability to apply information previously received to the changes that are occurring in himself/herself now
- Hygiene issues
- Lack of interest in personal grooming
- Hygiene habits developing into an area of conflict at home (may affect the student's attitude to grooming detrimentally)

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Strategies used in this exemplar

- General discussion
- Brainstorming
- Group work on collage
- A trip to the local supermarket
- A DVD
- A quiz or true/false sheet

Resources

- A DVD, for example a *BBC* programme that focuses on conception to birth called *Body story: the takeover*
- Magazines
- A clipboard and a checklist for the shopping trip
- *On my own 2 feet: Healthy living*

Exemplar 3: SPHE

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> • identify aspects of body care including personal hygiene • identify body care products • identify changes at adolescence • identify and explain the function of the reproductive system. 	<ul style="list-style-type: none"> • Discussion and brainstorming. • Using ads from magazines (or TV clips) along with the supermarket exercise. • Using a film clip/DVD along with class discussion and work sheets. • Using a DVD, a quiz, and teacher explanation and clarification. 	<p>The teacher observes whether students:</p> <ul style="list-style-type: none"> • can identify one or two body care priorities • can identify two body care products • participate in the discussions/quiz and can identify two 'changes for us' in adolescence • label the diagram correctly.

Notes:

The syllabus topics are drawn from two modules so that one can lead into the other. Work on *Taking care of my body* will build a vocabulary around *Changes at adolescence* and *The reproductive system*.

Depending on student needs, this area may also be incorporated into his/her IEP. Parents/guardians may appreciate being told when this section is taking place in order to reinforce the learning at home.

Exemplar 3: SPHE

Activity 1

Body care

The teacher initiates a general discussion on the pattern of a day: sleep, eat, leisure, school, how often students wash, when, etc.

Students brainstorm areas of the body that need washing, for example skin, hair, nails, hands, face, feet. They then discuss why these areas need care, and do quizzes from *Healthy living*.

Activity 2

Practical work

Working in pairs, each student selects an advertisement for body care from a magazine and cuts it out. They report to the group and discuss what the advertisement is for. The advertisements are used to make a class collage. This acts as a useful visual aid for processing, generalising and applying this experience. It also stimulates informal discussion.

Activity 3

A group outing

Arising from the magazine exercise the class brainstorms on items of toiletries.

Students then take a field trip to a local supermarket. (Warn manager prior to visit!) They are divided into groups of two or three and each group is given a clipboard with sheet attached and a pencil on arrival at the supermarket.

They go to the toiletries section and fill in the sheet.

Back in class, they review what they found, discuss what products they use and why.

Activity 4

Changes at adolescence

Work done in *Body care* will have been a useful introduction to this area, in that a basic word bank of relevant vocabulary will have been 'organically' developed.

Show a video/DVD from school resources. Devise a quiz from content of this. Working in pairs, students complete a quiz sheet or a series of true/false statements. This will promote informal peer discussion. Teacher should move around the groups and address any issues/clarify any matters arising.

It is important to go through the correct answers after everybody has finished, to ensure everybody is clear.

Exemplar 3: SPHE

Activity 5

The reproductive system

The foundation for this will have been laid in the discussion of changes at adolescence. (See *Activity 4*.) Show a DVD from school resources followed by a quiz or true/false sheet as a follow-up. (See *Activity 4*.) This in turn will foster informal discussion. Ensure that correct answers are clarified. A clear and simple diagram for students to label may be used for assessment.

Perhaps these quizzes/true/false sheets could be answered in pairs, as this avoids putting the spotlight on someone's lack of knowledge. Alternatively, the quiz could be distributed and read before the DVD is seen so that students are aware of what to look out for.

Note

Labelled diagrams and pictures (wallcharts and/or powerpoint could be considered) will help to reinforce students' learning in this section.

Simple diagrams could show

- position of ovaries, womb, vagina
- the sperm tube, testicles, and penis
- egg and sperm
- life cycle of a human with pictures and words showing the life stages of gestation period, birth, childhood, puberty, adolescence, adulthood, old age and death.

Exemplar 4: SPHE

Syllabus module: Friendship and relationships and sexuality

You've got a friend

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
Strand: Myself and others Strand unit: My friends and other people Strand unit: Relating to others	Friendship Making new friends Boyfriends and girlfriends Relationships and sexuality: relationships-what's important	Personal development Relationships; self awareness, self and others Growth and development 1

Time scale: The full range of learning and assessment activities presented in this exemplar will take approximately two to four classes for each year (years 1 and 3).

Potential areas of difficulty

- Forming relationships with peers
- Reluctance to seek the company of peers
- Not knowing how to maintain a friendship
- Inability to behave appropriately with a member of the opposite sex
- Problem in separating fantasy from reality

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Strategies used in this exemplar

- Watching a DVD
- Examining song lyrics
- Discussion
- Completing worksheets (individually and in pairs)
- Cutting and pasting from magazines

Resources

- A DVD
- A film clip from *Legally Blonde*
- Songs and song lyrics
- Teenage magazines

Exemplar 4: **SPHE**

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> • identify qualities they value in a friend • distinguish between stereotypes and real people in terms of gender • identify qualities they value in girl/boyfriend. 	<ul style="list-style-type: none"> • Students watch a film clip and or listen to a song, followed by pair work on the song lyrics and a class discussion. • Students watch a film clip and or use teenage magazines to generate a class discussion on stereotypes and real people. • Students make a collage for idea development. 	<ul style="list-style-type: none"> • The teacher observes students' participation in and completion of the worksheets. • The collage activity and discussion will reveal students' ability to distinguish between stereotypes and real people. • The teacher observes students completing the worksheets and their engagement in pair work. • Students evaluate their own work using the worksheet from <i>Exemplar 1</i>.

Exemplar 4: SPHE

Activity 1

Making new friends

A good friend...

Students watch a DVD clip of the scene from *Toy Story 1* featuring *You've got a friend in me* or listen to *You've got a friend* (Carole King).

The teacher then invites the students to look closely at the lyrics.

In pairs or small groups, students discuss:

- the qualities of a friend mentioned in either song
- general qualities.

The teacher invites feedback and writes the words on the board. (In this way, students develop a bank of words which they can use to complete the worksheet sheet: '*A friend is...*'.

The class discusses:

- Why do we have friends?
- What do friends do for you?
- What do you do for friends?
- Difference between family/friend/acquaintance.

In pairs students complete the worksheet *A friend is*.

Exemplar 4: SPHE

A friend is...

A friend is someone who

A friend would always

A friend will

A friend would never

A friend needs

A friend is

Exemplar 4: **SPHE**

A friend must

My friends are

Exemplar 4: SPHE

Activity 2

Note: Before moving onto boyfriend/girlfriend, it may be helpful to explore gender roles/sex stereotyping, etc.

Students can watch a scene from *Legally Blonde* (the opening scenes are particularly suitable) or distribute some teenage magazines. The teacher asks them to describe lead actress/actor or the people in the advertisements in the magazine.

The teacher then initiates a discussion by asking questions about the way they are dressed, their hair styles, the colour of their hair, their behaviour, their actions, their friends, etc. This, in turn, can generate a discussion around the images of boys and girls.

In pairs, students look at a magazine and cut out images of their ideal man or woman.

Activity 3

Images of male and female

Students paste some images from *Activity 2* to make a class collage.

The teacher asks them to examine the collage and look for things that boys and girls have in common.

Questions, such as *'Is everybody like that?'* and *'How are boys/girls expected to be?'*, are used to relate the images to real life.

Students then complete the worksheet *Boys and girls*. (See page 53.)

Note: The vocabulary for this topic will have been developed already in the preceding classes. The teacher can ask questions, such as *'What do you like in a boyfriend/girlfriend?'*, to generate more vocabulary.

Exemplar 4: SPHE

Boys and girls...

Boys are...	Girls are...
Boys are supposed to be...	Girls are supposed to be...
Boys wear...	Girls wear...

Exemplar 4: SPHE

Boys are interested in...	Girls are interested in...
Boys have...	Girls have...
Boys never...	Girls never...

Exemplar 4: SPHE

Boys think that girls...	Girls think that boys...

Activity 4

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Boyfriend/girlfriend

The teacher initiates a discussion about the differences between what the students like and what they wish for.

Students to look at the worksheet *A friend is*. The teacher suggests that the qualities mentioned there are possibly relevant to a boyfriend/girlfriend also, and invites students' comments.

The students then complete the worksheet *What is important for you?* (See pages 56-57.)

Quizzes from popular teenage magazines can be used to add to the discussion.

Exemplar 4: SPHE

What is important for you?

There are 10 personal qualities on this page. Put a number beside each quality. 1 is the most important quality for you and 10 is least important.

is generous

treats me well

is fun to be with

respects me

dresses well

listens to what I am saying

Exemplar 4: **SPHE**

enjoys some of the things I enjoy doing

is popular

is good looking

is kind

Exemplar 5: **SPHE****Syllabus module:** Emotional health

Emotions

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Strand: Myself</p> <p>Strand unit: Growing and changing, <i>Feelings and emotions</i></p> <p>Strand: Myself and others</p> <p>Strand unit: My friends and other people</p> <p>Strand unit: Relating to others</p>	Emotional health: Recognising feelings	Cross curricular: Personal development: Relationships: self awareness/self and others

Time scale: The full range of learning and assessment activities presented in this exemplar may take three to four class periods.

Potential areas of difficulty

- A student may be unaware of his/her own emotions
- Acknowledging and expressing emotions
- Feelings of anger and frustration
- Lack of vocabulary and verbal skills

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Strategies used in this exemplar

- Encouraging students to say what they would do, rather than what they might feel, in a given situation.
- Discussing positive and negative feelings in coping with stress
- Circle time

Resources

- The worksheets and activities suggested in this exemplar

Exemplar 5: **SPHE**

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> • explain two emotions and give examples of situations why or when these emotions are likely to occur • give examples of experiences of emotions • identify two stressful situations for other people • recognise common signs of stress • identify a situation where a person felt stressed • identify the feeling at the time • identify one strategy to deal with that situation. 	<p>Students engage in:</p> <ul style="list-style-type: none"> • circle work • pair work on worksheet • discussion • brainstorming • video and linked worksheet • group and pair work. 	<ul style="list-style-type: none"> • The teacher observes students' engagement with the different activities. • The teacher engages in informal discussion with students during group work. • Students assess their own work using the relevant worksheets. • Word art and force field activities. • The teacher assesses how students complete the responses on worksheets.

Exemplar 5: SPHE

Activity 1a

Feelings and moods

Review the work done in 1st and 2nd years.

Give each student an *Emotions* card from the word bank in *Exemplar 1.*, page 19.

Students sit around in a circle. In larger classes a number of circles will form.

In the circle, each student will speak when he/she is in possession of the speaking object. (In *Circle Time* web site: www.circle-time.co.uk this object is called a conch. It can be anything that can be passed around a group easily.) This is a clearly visible and concrete signal for all students to know when to speak. The rules are simple. They listen, respect each other's contributions, and pass on the conch to the next student in an orderly manner. If a student does not obey the rules he/she forfeits a turn to speak. At a signal from the teacher students may change places. Teachers may find circle time useful in approaching other learning experiences in SPHE.

When a student gets the conch he/she tells the group the emotion on the card and then gives an example of when/why someone would feel this way. Each student does this at least twice.

Exemplar 5: SPHE

Activity 1b

ICT follow-up

Each student could pick an emotion and do a word art picture or a drawing of their own for a class wall chart on emotions, that could serve as a permanent word bank.

Using this, discuss positive/negative feelings. Students tag the wall chart with two differently coloured post-it notes denoting positive/negative feelings.

Some groups may use a force field model as shown below, on which students in pairs/threes write down two emotions and their opposites.

Positive	Negative

Exemplar 5: SPHE

Activity 1c

Alone or in pairs students fill in the worksheet below for further reinforcement.

I would feel very happy if you finished these sentences. Will you feel good too?	
	I feel happy when
	I feel sad when
	In the morning I feel
	I feel scared when
	I feel annoyed when
	I feel very proud when

Exemplar 5: **SPHE**

I felt worried when



Getting a present makes me feel



Missing a bus makes me feel



Buying new runners makes me feel

Thank you!

Exemplar 5: SPHE

Activity 1d

Extension activity

Students agree on a soap opera to follow and record an episode in order to discuss in class the feelings displayed in it.

Activity 2a

Stress

Students brainstorm on stress to establish:

- what stress is
- what causes it
- the difference between situation and emotion (for example *when I am late home/when I am feeling hassled*).

Exemplar 5: SPHE

Activity 2b

Use a current episode of any soap opera and observe somebody under stress. (There always is at least one!). In pairs, students then fill in the worksheet below.

Note: It is difficult to deal with stress until you know first what it is.

1.	Which character is under stress in this episode of?
2.	Why is he/she under stress?
3.	How do you think he/she is feeling?
4.	What is adding to the stress?
5.	What is helping him/her cope with it?
6.	Do you think he/she is dealing well/badly with the stress?
7.	What would you do in that situation?

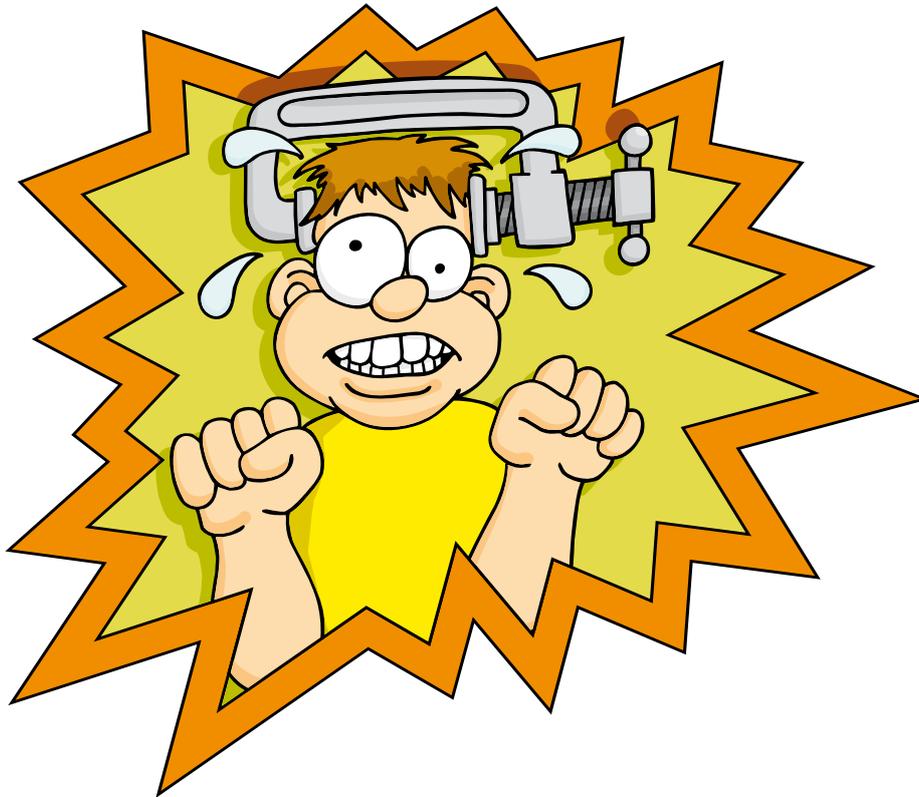
Exemplar 5: SPHE

Activity 2c

Recognising signs of stress

Students select/identify what kind of emotions show stress, referring to the wall chart created in 1b above. The teacher asks them to think about a time/situation when they were under stress.

With a partner, students do the quiz opposite (adapted from *Planning the Future, Senior Cycle: N.W. Health Board*).



Exemplar 5: SPHE

Think of a time when you were under stress. Mark in what was true for you.

		Very true	Not true	True
1.	I felt butterflies in my tummy			
2.	I wasn't able to go to sleep			
3.	I had headaches			
4.	I wasn't able to concentrate			
5.	I wasn't hungry			
6.	I got annoyed easily			
7.	I wasn't able to relax and I kept getting up and moving around			
8.	I wasn't able to enjoy a good laugh			
9.	I burst into tears easily			
10.	I got diarrhoea or constipation			
11.	I got a pain in my back/my neck or my chest			
12.	I was sweating a lot			
13.	I put on weight			
14.	I felt bored most of the time			
15.	I forgot to do things			

From old magazines, students make a collage representing these situations, working in groups of three or four. They give feedback to the other groups.

Exemplar 5: SPHE

Activity 3

Ways of dealing with stress

Students refer again to the work sheet on the soap opera. Then they fill out the worksheet *Strategies for stress*.

This will also act as informal assessment as the teacher can see how much the student has assimilated with regard to strategies for stress.

To assist the students in processing their learning a class or group discussion could deal with:

- comparing what stresses different people
 - noting similarities in people's coping strategies
 - identifying the most common/most helpful coping strategies
- considering whether any of the coping strategies are harmful for people.

Strategies for Stress

Note: A strategy is a plan for dealing or coping with something.

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Here are three situations that cause me stress:

When I am in these situations I feel:

Here are three ways I can help myself:

Exemplar 6: **SPHE****Syllabus module:** Influences and decisions

Decisions

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
Strand: Myself Strand unit: Making decisions	Influences and decisions: Positive and negative influences	Cross curricular statements: Personal development: Positive communication, growth and development 2

Time scale: The full range of learning and assessment activities presented in this exemplar may take 2-3 class periods.

Potential areas of difficulty

- A student may find it difficult to make decisions
- A student may be unaware of what influences him or her
- He/she may be unable to distinguish between positive and negative influences
- He or she may respond instinctively and never engage with long-term consequences of a decision
- A student may be unable to distinguish between short term and long term effects of decisions

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Strategies used in this exemplar

- Brainstorming
- Games
- Role-play
- Class discussions
- Time line
- Worksheets

Resources

- Worksheets and suggested activities

Exemplar 6: **SPHE**

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ul style="list-style-type: none"> • identify people who influence them • categorise these people according to groupings • understand the effect on themselves of being in a minority/majority • distinguish between positive and negative influences • distinguish between long and short-term decisions • use the F.A.C.T.S. model to assist them in making decisions. 	<ul style="list-style-type: none"> • Brainstorming. • Pair work on worksheets. • Games. • Role-playing. • Using a timeline. • Group work. 	<ul style="list-style-type: none"> • The teacher observes students' participation in activities. • The teacher engages in informal discussion with students during pair and group work. • Students assess their own work using their responses on work sheets. This can be followed up by class review. • Using the F.A.C.T.S. model as an aid to decision-making, students engage in self and peer assessment.

Exemplar 6: SPHE

Activity 1

Influences

Students brainstorm on people they know. They think about who they are and the groups they are part of. Initially they will use names. They can classify these in categories on the board, for example *family, friend, cousin, club*.

In pairs the students fill in the worksheet *People in my life*.

They review the completed sheet and discuss and categorise the people mentioned as family, friend, colleague, acquaintance, etc.

People in my life

We have been talking about the people in our lives.

Answer these questions as honestly as you can so you can see who the people in your life are	
1.	Who do I love?
2.	Who do I like?
3.	Who do I enjoy being with?
4.	Who do I always get on with?
5.	Who am I afraid of?
6.	Who knows me best?
7.	Who would look after me if I was sick?
8.	Who don't I get on with?
9.	Who do I respect?
10.	Who must I answer to?
11.	Who do I admire?
12.	Who would I go to if I was worried about something?
13.	Who can criticise me?
14.	Who would stand by me if I was in serious trouble?
15.	Who knows me best?

Exemplar 6: SPHE

Activity 2

Looking at influences

Students play the *Influences* game (adapted from *On my own 2 feet: Understanding influences*).

All the students stand in the centre of the room, and then they move to the window side if they agree or the wall side if they do not agree. (This is sometimes easier than saying right/left, because that can be confusing for some students.)

The teacher asks:

- Who likes ice-cream?
- Who likes Eminem?
- Who likes wearing track-suits?
- Who thinks it is OK to drink and drive?
- Who was happy yesterday?
- Who was angry today?
- Who is looking forward to mid-term/holidays?

(The content can be varied to suit the group.)

The teacher leads a discussion on how it felt to be at the wall/window.

Was it OK to be different and to be in a minority. (Majority/minority may have to be explained.)

Was it OK to be different from your buddy?

Did you make decisions based on what others were doing?

Students now complete the worksheet *Understanding Influences* from '*On my own 2 feet*'.

When it is completed, the teacher reviews the responses with the class.

Exemplar 6: SPHE

Activity 3

Positive/negative influences

Do two/three role-playing sessions in class involving influences on decisions. The teacher may do one with another adult or with a student volunteer.

Students are encouraged to participate in role-playing.

The students watch and then discuss them.

For assessment purposes, students fill in the worksheet *Decisions, decisions, decisions*.

Role-playing (a)

You and your buddies went up to the shop from school at lunch time. One of the group says, '*Let's not go back to school*'. A says, '*Let's*'. B agrees.

Role-playing (b)

You are walking along the road with two friends. You find a €50 note on the ground. One friend says you should hand it in at the nearest Garda station, but the other suggests you all go to the shop and have a good time. What decision will you make?

Role-play (c)

Your parents are out for the night. One friend suggests you have a gang over. Friend two says you shouldn't. What do you do?

The class watches and discusses the role-playing.

Exemplar 6: SPHE

Decisions, decisions, decisions



Scenario A

Positive influences	Negative influences

Scenario B

Positive influences	Negative influences

Scenario C

Positive influences	Negative influences

Exemplar 6: SPHE

Activity 4

Making a good decision

Students play the game *Choices, choices*. The teacher writes down different scenarios on pieces of paper and puts them into a container. The students are divided into groups and each group leader is invited to pull out a scenario. The groups then come up with as many choices as they can for the person involved. The team that finds the most choices wins.

Students brainstorm on decisions as to:

- what clothes to wear
- what they want to do after school
- what they want to do at the weekend
- who they want to go out with
- what clothes to buy
- how to spend their money
- what kind of mobile phone to buy.

In pairs, students discuss and make decisions as to what to fill in the following worksheet.

The teacher draws a timeline on the board and marks six points on it. The students are given cards with the following words or phrases printed on them: **Now, After school, Tonight, Next week, Christmas, Next year, When I am old, When I get married.**

They are asked to place the cards appropriately on the timeline and to discuss what short-term and long-term mean.

Then, in pairs, the students complete the worksheet.

Exemplar 6: **SPHE**

Decision		Long-term	Short-term	Ask others
1.	What to have for tea?			
2.	Should I smoke or not?			
3.	Will I have a shower?			
4.	What will I spend my job money on?			
5.	Who will I go out with?			
6.	Will I get drunk at the party?			
7.	Will I go on the school tour?			
8.	What subjects will I take in 5th year?			
9.	What will I wear going out on Saturday?			

Exemplar 6: SPHE

Activity 5

F.A.C.T.S. model for making a decision

Introduce a decision to be made. (See *Way to go 1.*)

Two friends have asked you to meet up with them on Saturday. Combining the two is not an option as they don't know each other. You definitely want to do something on Saturday. What will you do?

Apply the F.A.C.T.S. model based on this information and work through it.

As a self-assessment exercise, students fill in the *Way to go 2* worksheet, using the model as a way to make a decision relevant to their lives.

This *Way to go* template can be useful as a wall chart for future reference in the classroom, and for consolidating learning through its subsequent application.

Exemplar 6: SPHE

Way to Go! - A guide to making decisions**Background Information:**

The weekend is coming up. Two different friends have asked you to do two different things with them on Saturday. The problem that is you would like to do both things with both people, but that is not an option.

Here is the F.A.C.T.S. way of making a decision:

Facts: What information do you need to have to make this decision?

Alternatives: What are your options?

Consequences: what are the consequences of each course of action?

Take action: what have you decided to do?

Study the effects: How will the decision go for you?

Exemplar 6: SPHE

Activity 5a

Way to Go 2! - A guide to making decisions

Think about a decision you have to make or you have made recently.

Use the F.A.C.T.S. guidelines to help you decide what to do!

What do you have to decide on?

Exemplar 6: **SPHE**

Facts: What information do you need to have to make this decision?

Alternatives: What are your options?

Consequences: what are the consequences of each course of action?

Take action: what have you decided to do?

Study the effects: How will the decision go for you?

Exemplar 6: **SPHE**

Activity 5b

Students in pairs, groups, or alone apply the F.A.C.T.S model to this scenario.

Ciara is at school. It is break time and she is standing around with a few friends. She notices that, once again, Simon is being picked on by some older boys. Last week they took his mobile phone and the week before they took his lunch money. Mary and her friends are afraid to get involved, but they feel sorry for Simon, who is quiet and has very few friends to defend him.