

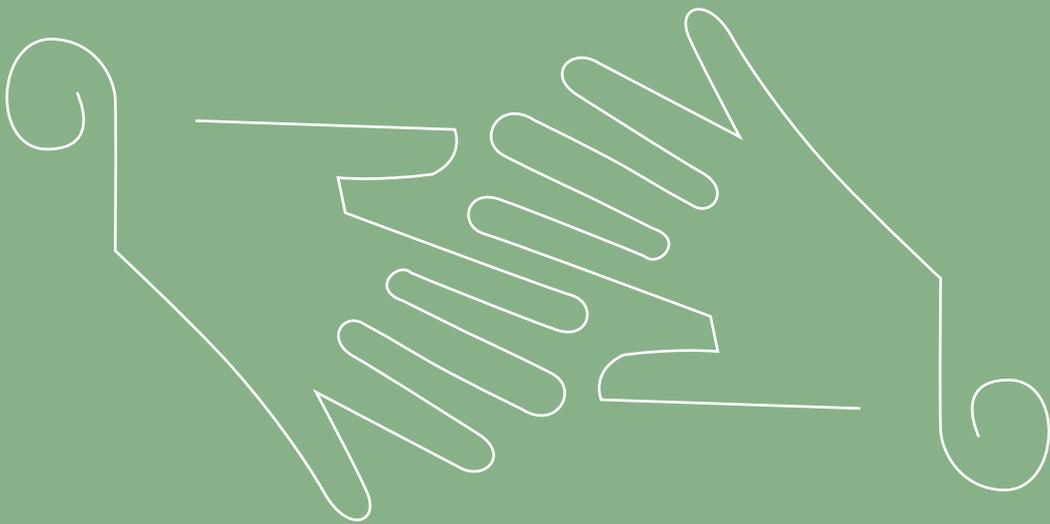
PRIMARY

Social, Personal and Health Education

Guidelines for Teachers of Students with

MODERATE

General Learning Disabilities



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Introduction

Social, personal and health education (SPHE) is concerned with the personal development of the student and with his/her health and well-being. It is, therefore, one of the most important areas of the student's education. SPHE fosters in students a respect for their own dignity and that of others, and promotes a healthy life-style and a commitment to the community in which they live.

As SPHE has a moral and spiritual dimension, it is always developed within the context of the ethos or characteristic spirit of the school. SPHE is a shared responsibility, and the involvement of parents/guardians at all stages of the programme is essential for its effectiveness.

This aspect of education has always been regarded as an extremely important part of the curriculum in schools catering for students with general learning disabilities. Curriculum guidelines, *Towards Independence*, were issued in the 1980s and many schools devised their own programmes from this. These guidelines draw on the valuable experiences and initiatives of teachers and other professionals represented in those guidelines, combined with the most recent thinking and best practice in SPHE since then.

SPHE, by its very nature, is an integral part of the student's daily life. However, while much of the teaching in SPHE can be done informally throughout the school day, the *Primary School Curriculum* advises that learning is best facilitated in a combination of three ways: in a positive school climate and atmosphere, through discrete time (a specific time on the timetable), and through an integrated approach throughout a range of subject areas. This three-fold approach is also appropriate for students with moderate general learning disabilities. SPHE enables the student to develop the skills necessary for managing his/her life to the best of his/her ability, personally and socially. The age and stage of development of the student will be important factors in determining the emphasis of each student's scheme of work.

SPHE is intrinsic to all areas of the curriculum and to every facet of the student's life. Issues cannot be explored in isolation, but must be seen as part of the daily experience of the student. Every opportunity should be taken to place learning in its functional context. Students should be enabled to understand and use language appropriate to particular situations.

The importance of involving parents and other significant adults in structuring and carrying out the SPHE programme cannot be over-emphasised. The home environment has an enormous influence on the student's perception of the world and of his/her role in it. It also has a profound influence on the student's behaviour. Consistency of approach is especially important for students with moderate general learning disabilities, and the SPHE programme will be most effective when parents, teachers, health professionals, and all those who have close dealings with the student share the responsibility.

Overview of SPHE

The content of the *Primary School Curriculum, SPHE* is presented in three strands:

- Myself
- Myself and others
- Myself and the wider world.

An overview and discussion of each strand follows.

Myself

Self-identity

- Self-awareness
- Developing self-confidence
- Making decisions

Taking care of my body

- Knowing about my body
- Food and nutrition

Growing and changing

- As I grow I change
- New life
- Feelings and emotions

Safety and protection

- Personal safety
- Safety issues

Myself and others

- Myself and my family
- My friends and other people
- Relating to others

Myself and the wider world

Developing citizenship

- My school community
- Living in the local community

Media education

Myself

SPHE involves fostering personal development by helping the student to reach a greater understanding of himself/herself. The *Myself* strand promotes self-awareness and self-esteem, and is concerned with enabling the student to be as independent as possible in catering for his/her personal care needs. This may range from becoming aware of the parts of his/her body and their functions, to developing an appreciation of his/her own abilities and talents. For some students this may lead to their being able to play an active part in setting their own achievement targets and goals. This area of learning is critical for students with moderate general learning disabilities.

Helping each student to build up an individual personal profile that emphasises unique features, personal preferences, and particular strengths and abilities will encourage him/her to learn that he/she has an important part to play in the whole scheme of things. The celebration of each student's uniqueness should be supported by the ethos and culture of the school. This is especially important for students with moderate general learning disabilities, as it enhances the image of each student in the eyes of parents/guardians, classroom staff, and all those who have regular contact with the student.

In this strand the student is also encouraged to build up an awareness of his/her own behaviour and to learn strategies for managing that behaviour, if necessary. There is also an emphasis on learning how to manage feelings and how to cope with new and demanding situations. Self-worth and self-confidence are nurtured, with opportunities for choice and independence being seen as essential learning experiences. The ability to control one's environment, and to be as independent as possible within it, is particularly important for students with moderate general learning disabilities. Many students depend on the adults around them to create opportunities for independence. This is a significant responsibility for parents/guardians, teachers, and all those who work closely with these students.

Through learning about food and nutrition students can establish self-help skills such as cookery and the ability to organise meals, and can develop healthy eating habits. Work on safety issues allows them to make informed decisions about their actions and to seek help when and where necessary.

Myself and others

In the *Myself and others* strand SPHE aims to enrich the student's awareness and understanding of his/her relationship with others, and to promote a sense of belonging and an understanding of interdependence. SPHE can enable students to move towards a perspective whereby they begin to understand how they influence, and are influenced by, the world around them. Students with moderate general learning disabilities are likely to need particular help in this area, as limitations in their communication competence may impede their ability to interact with others. In conjunction with work being done in Communication and Language, SPHE concentrates on enabling students to establish and maintain healthy relationships, resolve conflicts, enjoy the company of others, and learn how they can show respect, care and consideration in their dealings with others.

Through SPHE students can learn to appreciate the role of other people in their lives, to strive towards an understanding of the feelings of others, and to treat people and their property with care and respect. SPHE aims to develop in the student an appreciation of the importance of family, friends, school, and the community. It also explores social communication and the responsibility that goes with being part of a group, which are of vital importance both at school and in work and leisure.

Myself and the wider world

The *Myself and the wider world* strand deals with broadening the student's ability to understand and interact with his/her wider environment. Development in this area ranges from awareness of being part of a class, school or residential group to awareness of being a member of the local community. This strand of the SPHE curriculum seeks to enable the student to take on responsibilities within the school and home environment and attempts to give the student an insight into the role of others in the wider environment. It can be difficult for students with moderate general learning disabilities to play an active role in the local community, but their right to participate fully in all aspects of community life should be acknowledged and encouraged.

School planning

Planning sections in the *Primary School Curriculum: SPHE, Teacher Guidelines*, pages 22-33 give advice on this aspect of planning, much of which will also be applicable when planning for students with moderate general learning disabilities. This section of the guidelines describes additional aspects of planning that may need to be considered.

Curriculum and organisational planning

Creating a positive school climate and atmosphere

The issues of fostering communication, democracy, self-esteem, and respect for individuality are well covered in the *SPHE Teacher Guidelines*, which cater for students in mainstream primary school settings. Enabling students with limited communication ability to have a say in an atmosphere of democracy can be a significant challenge. To enable full participation, some students will be dependent on adults to give them a degree of responsibility and control over their lives and to present them with opportunities to make choices. Sensitivity and respect on the part of all staff members for the well-being and dignity of every student are basic steps in the direction of democracy.

The value that students place on themselves is influenced by the way others behave towards them. The role of staff members in valuing all students is crucial, particularly as some may have low self-esteem. The approaches, attitudes and expectations of staff members will be a determining factor in how well the student progresses not only in SPHE but in every other area of the curriculum. This is an issue that may need to be dealt with in a whole-school context.

Developing policy on intimate issues

It is envisaged that a school policy for *Relationship and sexuality education (RSE)* will have been developed in each school through a process of partnership involving parents or guardians, the principal, the management team, and the teaching staff, the Board of Management, and, where appropriate, the students. School policy will reflect the core values and ethos of the school and the community it serves. Within this policy, and in consultation with parents/guardians, schools will decide on the content and level of detail they wish to provide in their sex education programmes.

It will be important to remember that students with moderate general learning disabilities may be vulnerable to exploitation and may need clear, explicit teaching to help them understand socially acceptable behaviour. For example, they may need to learn what exactly constitutes 'private' or 'inappropriate' behaviour.

It will be important that comprehensive and clear guidelines are given to all staff members involved in meeting the personal and intimate needs of any student. The safety and dignity of the student are paramount. Staff members may need targeted support including induction for new staff. Parents should be fully involved in developing policy guidelines in this area and schools also need to take account of the variety of parents' views and beliefs. Some of the issues that may arise in drawing up guidelines for good practice include intimate care, physical contact, the prevention of abuse, and responding to inappropriate sexual behaviour.

The importance of home-school links

SPHE cannot be separated from the student's life in the home or from the influence of the home. Effective communication between home and school is critical in SPHE. The family plays a big part in the student's education and in his/her relationships with others, and this is often the starting point in enabling the student to develop a sense of belonging. Parents/guardians can identify particular self-care or behavioural needs for the home situation. Teachers will need to be aware of strategies that work at home, and parents/guardians will also play a critical role in affirming and generalising skills that the student learns in school. Consistency of approach is extremely important for students with moderate general learning disabilities in all areas of learning; but SPHE has a special role in forging links between home and school.

It is important to realise that some students may be in situations where they are being cared for outside the home, either full-time or part-time. In such situations the carers will need to be afforded all considerations that a parent/guardian would be given. This is one curriculum area where agreement between all those involved with the education and care of the student is fundamental. Medical considerations may be very important for some students, particularly in the area of managing personal care needs.

Parents and carers can contribute to the social, personal and health development of the student by

- keeping themselves fully informed of the content of the SPHE programme and of the approaches to the teaching of it in school
- encouraging their children to take care of themselves through good hygiene and healthy eating habits
- providing frequent opportunities to make choices, and encouraging a sense of responsibility for their own belongings
- helping children to learn about the changes that take place in their bodies at various stages of development
- instilling in children a sense of care and respect for themselves and for other people
- encouraging and affirming children in their efforts.

Classroom planning

Many ideas are to be found in the *Primary School Curriculum: SPHE, Teacher Guidelines*, pages 36-51. The following outlines some additional planning for teachers of students with moderate general learning disabilities.

Fostering independence

When caring for students whose needs are so diverse, staff members are often tempted to anticipate and fulfil the student's every need. New staff members, in particular, may need to be reminded that students will not achieve their full potential for independence unless challenged to do so. Opportunities should be provided for students to make their own choices and have as much control as possible in their daily lives. Good observation by adults working with the students will enable them to develop an awareness of the pace at which they work and of the physical effort required, thus allowing them space and freedom to do things for themselves and sufficient time to respond.

At times it may appear that an inordinate amount of time is being spent on fostering independence with regard to routine care procedures, to the extent that the teacher may wonder if the student's care needs are adversely affecting his/her educational programme. This issue will need to be carefully thought out and discussed with parents/guardians and team members, with an emphasis on achieving a balance that will meet all the needs of each individual student. Care routines are an important part of the student's day and they can also take on a cross-curricular dimension, with opportunities for integrating learning across curriculum areas, for example in communication and language skills and physical skills.

Safety with food

Before giving any student food or drink, the teacher should check carefully with parents/guardians to ensure that the student does not have food allergies or any problems with feeding. All classroom staff should observe the highest standards of safety and hygiene when dealing with food.

Relationship and sexuality education (RSE)

The teacher needs to ensure that the school's guidelines on the management of intimate issues are strictly followed in the classroom. The teacher should communicate with the student's parents/guardians so that they have a good understanding of what is being taught and how it is being taught. Continuity of approach is important and parents/guardians may need support in dealing with RSE issues at home.

If at all possible, formal individual or group teaching sessions on relationship and sexuality education should be carried out by a team, rather than by one adult on his/her own. All people involved should be comfortable with the topic, and training may be required to ensure a correct approach. Good, clear resources will be necessary and the teacher might also include creative activities by linking music or drama.

Schools may wish to choose RSE materials from other sources to supplement and complement these guidelines. These might include the *Stay Safe Programme: Personal Safety Skills for Children with Learning Difficulties*, (Health Promotion Unit) and *Resource Materials for Relationships and Sexuality Education* (DES). A wealth of useful information and resources is available on the PCSP website at www.pcsp.ie.

Providing intimate personal care

It is essential that care in this area, where it is needed, be given in a gentle and sensitive manner. As far as possible, the student should be allowed to exercise choice and should be encouraged to have a positive image of his/her body. The following are some useful principles in setting the climate for intimate care:

- Allow the student, wherever possible, to express a preference regarding his/her carer, and encourage the student to say if he/she finds a particular carer to be unacceptable.

- Allow the student a choice in the sequence and timing of care. While adhering to the timetabling of care staff is important for the smooth running of the class or school, it will be important to ensure that students do not miss out on important class activities or celebrations.
- Ensure privacy appropriate to the student's age and particular circumstances.
- Allow the student to care for himself/herself as far as possible.
- Be aware of and be responsive to the student's reactions.
- When carrying out personal care away from the school, issues of privacy and safety are vitally important.
- Parents/guardians and staff should be aware that matters concerning intimate care must be dealt with confidentially and sensitively, and that the student's right to privacy and dignity is maintained at all times. Diaries offer an invaluable way of exchanging information between parents or carers and school staff, but should be treated as confidential documents.

Opportunities for interacting with the wider world

One of the important elements of the *SPHE Curriculum* is enabling the student to develop an understanding of his/her place in the class, school, and local community. It can be difficult for these students to play an active part in the local community, as they often attend a school some distance from their homes. In some instances, the community around the school may have to act as a substitute for the student's home community. For some students, helping parents/guardians to become aware of opportunities for increasing their child's interaction with their local community may be of enormous benefit. Trips to each student's locality, if possible, can help to support them in their bid to broaden their child's experience of citizenship.

Myself: self-identity

The student should be enabled to develop body awareness.

Phase 1	Phase 2	Phase 3
<p>Self-awareness</p> <p>Develop an awareness of parts of his/her own body: <i>participate in play activities, mirror games, art activities such as making hand/finger/foot prints, and face painting, listen to and participate in songs and activities that reinforce body awareness.</i></p> <p>Draw attention to parts of his/her own body for fun or of necessity: <i>make funny faces, show a cut on the elbow.</i></p> <p>Develop an awareness of the five senses through a range of sensory experiences: <i>be given opportunities to use various parts of the body to explore movement, touch, taste, smell, texture, sights, and sounds (have opportunities to sniff interesting smells, with assistance turn the volume of music up or down).</i></p> <p>Seek out sensory experiences and relate them to appropriate parts of the body: <i>open the mouth to taste food, sniff interesting smells, turn the music up or down, put hands over the ears in anticipation of loud sounds, spontaneously hold out a hand/foot to a person who has previously given massage.</i></p>	<p>Self-awareness</p> <p>Match photos of parts of the body to real parts.</p> <p>Complete a jigsaw of a face: <i>complete inset boards, mix and reassemble a large photograph of the face/body that has been cut into two-six parts.</i></p> <p>Have opportunities to participate in dance, movement and swimming activities.</p> <p>Identify or name parts of the body when requested: <i>indicate parts of his/her own body in response to action songs or games/in response to a verbal or gestural request.</i></p> <p>Begin to identify/label parts of the face: <i>eyes, ears, nose, mouth.</i></p> <p>Explore, through play and drama activities, various facial features: <i>make funny, sad, happy, angry, frightened faces.</i></p> <p>Create a face/body: <i>using collage, using jigsaws/computer programs.</i></p> <p>Draw features on a face template, to complete a partially drawn figure, with verbal/physical prompting.</p>	<p>Self-awareness</p> <p>Decorate nails (nail varnish/transfers) or use glow-in-the-dark transfers/glitter gel to decorate the face and arms: <i>for a party/fancy dress.</i></p> <p>Develop his/her body image further through age-appropriate activities, such as keep-fit activities, step aerobics, yoga, drama, and various dance forms, and begin to be comfortable with his/her own changing physical characteristics.</p> <p>Develop a deeper awareness of the senses through a wide range of experiences: <i>projects on colour, sounds, smell.</i></p> <p>Participate in relaxation exercises: <i>stretching, relaxing, listening to his/her own breathing.</i></p> <p>Experience hand/foot massage: <i>with permission from student and parent/guardian, use a foot spa.</i></p>

The student should be enabled to

become aware of the features that make a person special and unique.

Phase 1	Phase 2	Phase 3
<p>Self-awareness</p> <p>Become aware of the features that make a person unique: <i>observe and participate in exercises to increase awareness of his/her own features, such as name, size, hair, colour, birthday.</i></p> <p>Show awareness of his/her own features and interest in those of others: <i>point to or pat himself/herself in a mirror, respond by looking/pointing or naming during group awareness exercises, pick out himself/herself in a group photograph, choose his/her own name card, respond to his/her name at roll call, show off a new haircut, indicate the girls and boys in class, anticipate and enjoy the feeling of being special on one's birthday.</i></p>	<p>Self-awareness</p> <p>Recognise his/her own name, gender, physical features: <i>use name cards or photographs to indicate different members of a group, take part in mixed/single-sex groups, identify gender by name.</i></p> <p>Become aware of differences to, and similarities with, others in class: <i>sort classmates or photographs of classmates according to gender, size, age, hair/eye colour.</i></p>	<p>Self-awareness</p> <p>Develop further awareness of unique features: <i>fingerprints, weight, shoe size, clothes size.</i></p> <p>Recognise how she/he has changed: <i>examine old photographs/videos.</i></p>

The student should be enabled to
develop an awareness of personal abilities, skills and talents.

Phase 1	Phase 2	Phase 3
<p>Self-awareness</p> <p>Become aware of personal abilities and talents: <i>recognise his/her own ability to gain positive attention, become aware of his/her own ability to complete tasks with help, develop a sense of achievement when participating in class events, family events, or games.</i></p> <p>Have opportunities to feel positive about himself/herself: <i>share news about their his/her own life (the arrival of a new baby or a visit to somewhere/someone special, the ability to play a new game).</i></p> <p>Respond to opportunities to display personal abilities and talents: <i>sing a song when asked, show a new achievement when prompted, be aware of receiving encouragement to improve abilities, put greater effort into a team game when encouraged, show pleasure when praised.</i></p> <p>Become aware of his/her own ability to complete tasks with help and become aware of the importance of co-operating: <i>develop a sense of achievement when participating in class events, family events or games, receive awards/stars on workchart.</i></p>	<p>Self-awareness</p> <p>Become aware of things he/she can do now and show pride in demonstrating achievements to others: <i>show work in assembly/ circle time, receive praise or a certificate.</i></p> <p>Seek out opportunities to show or tell about special abilities or new achievements: <i>show off skills to family members or visitors to classroom, draw attention to his/ her own work in the classroom, make a special effort when participating in group games, share his/her record of achievement or progress file with others.</i></p> <p>Show interest in plans to improve his/her own abilities and talents: <i>indicate preference for certain tasks, show interest in learning new skills, communicate that something is too difficult/easy, strive to achieve goals decided upon, participate in goal-setting by helping to draw up a pictorial plan of work for himself/herself.</i></p>	<p>Self-awareness</p> <p>Recognise that each person is a unique individual and that this individuality is expressed in many different ways: <i>clothes we wear, interests pursued, music we listen to.</i></p> <p>Begin to recognise his/her own strengths and limitations and set simple personal goals with adult help.</p> <p>Develop a positive self-image and present himself/herself confidently in a range of situations: <i>have opportunities to feel positive about himself/herself, such as taking part in a public performance, helping younger children at playtime/with class work.</i></p> <p>Appreciate and respect personal abilities, skills and talents: <i>give and receive feedback and praise, communicate desire or willingness to learn new skills, accept suggestions positively and recognise that he/she needs support in certain areas, identify realistic personal goals and targets and (with assistance) the strategies required to reach these.</i></p>

The student should be enabled to recognise and communicate personal preferences.

Phase 1	Phase 2	Phase 3
<p>Self-awareness</p> <p>Communicate his/her likes and dislikes by expression, gesture or vocalisation, independently/in response to questioning: <i>I like/don't like food, toys, games, music, television programme. (Some students may be dependent on staff to help them interpret their preferences.)</i></p>	<p>Self-awareness</p> <p>Independently indicate personal preferences and make independent choices: <i>be allowed to have reasonable control over personal preferences for food/activities/company, be given increasingly advanced opportunities for making choices and decisions and to express personal opinions.</i></p> <p>Acknowledge the opinions of others and communicate about them.</p>	<p>Self-awareness</p> <p>Express personal opinions and preferences with growing confidence and listen to, and respect, the views of others.</p> <p>Recognise that people have many different feelings, especially at puberty, and attempt to deal positively with and acknowledge his/her feelings in different situations.</p>

The student should be enabled to develop awareness of routine activities.

Phase 1	Phase 2	Phase 3
<p>Developing self-confidence</p> <p>Develop confidence by understanding his/her role in the immediate environment: <i>understand what is expected of him/her in familiar situations, become aware of the sequence of familiar routines (for example, put work away when dinner time is signalled).</i></p>	<p>Developing self-confidence</p> <p>Show understanding of his/her role in familiar situations: <i>anticipate familiar events when given cues and act appropriately, follow instructions if unsure of what is expected, respond to praise when he/she is correct.</i></p>	<p>Developing self-confidence</p> <p>Act appropriately in familiar and unfamiliar situations: <i>demonstrate ability to interpret familiar situations correctly, begin to generalise what is learned in familiar situations to help him/her act appropriately in unfamiliar situations.</i></p>

The student should be enabled to
become more self-reliant and independent.

Phase 1	Phase 2	Phase 3
<p>Developing self-confidence</p> <p>Develop an ability to be self-reliant and independent for some periods of the day: <i>be undemanding and self-contained at certain times, attend to lessons/activities/leisure pursuits without constant prompting.</i></p> <p>Begin to play independently: <i>choose his/her own activity, sustain task involvement with support, ask for help when necessary, play independently for a set period of time on his/her own choice of activity.</i></p>	<p>Developing self-confidence</p> <p>Persevere in difficult tasks: <i>attempt new tasks with enthusiasm, ask questions to seek clarification, concentrate on self-chosen activities for short/extended periods.</i></p> <p>Use a symbol/picture list to remind him/her what to do each day/ during a particular activity.</p>	<p>Developing self-confidence</p> <p>Work independently on activities: <i>choose his/her own activity/resources, think of his/her own ideas.</i></p> <p>Communicate what is right and wrong.</p> <p>Become more independent and autonomous: <i>offer opinions, make complaints, develop his/her interests, trust his/her judgements, know and assert his/her rights.</i></p>

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The student should be enabled to
accept that making mistakes and trying again are part of the learning process.

Phase 1	Phase 2	Phase 3
<p>Developing self-confidence</p> <p>Observe mistakes and how they are rectified: <i>participate in using self-correcting toys and computer programs, observe and participate in correcting accidents (such as when something is spilled), get dressed independently and then seek help with items that are put on inside out or back to front, observe things that go wrong in drama and role-playing.</i></p> <p>Regard correcting mistakes in a positive way: <i>receive a verbal reward when mistakes are corrected, observe that mistakes can often be put right quite easily.</i></p>	<p>Developing self-confidence</p> <p>Enhance his/her own learning: <i>ask for help when needed, ask questions to seek clarification when required, take an active role in a project or event in the class or school, recognise that making mistakes and learning from them is an important part of growing up.</i></p> <p>Reflect, with adult prompting, on his/her own learning and experiences: <i>recall, record and evaluate what has been done in lessons, select pieces of work for the progress file, assess his/her own progress with help.</i></p>	<p>Developing self-confidence</p> <p>Enhance his/her skills to improve learning: <i>recognise when he/she is successful, solve simple practical problems with assistance.</i></p> <p>Reflect on his/her experiences and learning: <i>use his/her record of achievement/progress file/portfolio and consider his/her achievements, likes and dislikes as well as personal qualities and skills, reflect on his/her efforts and participate, with support, in setting personal targets.</i></p>

The student should be enabled to

have opportunities to take increasing personal responsibility for himself/herself.

Phase 1	Phase 2	Phase 3
<p>Developing self-confidence</p> <p>Respond to opportunities to show self-reliance, independence and responsibility: <i>respond appropriately to known cues for routine events, use a communication system to communicate personal needs when prompted, respond to the challenge of new tasks that are presented, hang up his/her own coat/put away or carry his/her own schoolbag when asked, help with tasks around the classroom (tidying up/replacing equipment/giving out drinks/getting a dustpan and brush, washing a cup).</i></p>	<p>Developing self-confidence</p> <p>Take increasing personal responsibility for himself/herself: <i>recognise and carry his/her own coat and bag and other personal belongings, care for his/her own belongings, take responsibility for homework, look after school clothes, share or carry out jobs independently (carry the register to the office/tidy the art press/take messages to different parts of the school, borrow and return books from the class library, learning to save money as part of a savings scheme, have his/her own use of small sums of money).</i></p>	<p>Developing self-confidence</p> <p>Show a sense of responsibility and a desire to be self-reliant and independent: <i>take responsibility for certain jobs around the home/at school (showing visitors around the school, seeking out new challenges, learning from his/her own mistakes, asking questions in order to learn about things, using a communication system independently to communicate needs and desires, anticipating routine events and preparing for them independently).</i></p> <p>Continue to develop skills for independent living: <i>save money in a post office account, take care of his/her own sports gear, tidy his/her own room, assert his/her rights, be able to make a complaint appropriately, know how/where/who to ask for assistance.</i></p>

The student should be enabled to

begin to learn how to cope with various changes as they occur.

Phase 1	Phase 2	Phase 3
<p>Developing self-confidence</p> <p>Respond appropriately to changes in the environment or changes in routines: <i>quieten/show curiosity when a stranger comes in, show reaction when established routines change (changes in staff/routine activities).</i></p> <p>Express feelings about changes that have occurred or are about to occur and look for explanations about those changes that have occurred or are about to occur: <i>communicate anxiety about new situations, ask why he/she is not swimming today as usual.</i></p> <p>Experience deliberate changes in regular routines: <i>dinner in the canteen/restaurant/kitchen rather than in the school dining-room or classroom.</i></p>	<p>Developing self-confidence</p> <p>Respond to gestural, pictorial or verbal explanations or cues for changes that have occurred or are about to occur: <i>show calming/excitement when explanations or cues are given, show tolerance for changes in routines.</i></p> <p>Become more confident in coping with change and with situations that are unfamiliar: <i>moving to a new class, outgrowing clothes/toys, losing a friend, making new friends, working with new groups of classmates, moving house, relinquishing 'baby of the family' status to a new baby, joining a new club, taking up a new hobby.</i></p> <p>Participate in activities that record changing seasons.</p>	<p>Developing self-confidence</p> <p>Explore changes from babyhood to old age: <i>sort photographs of people of different ages and discussing some of their differences, create, with assistance, a time-line of life, receive visits from babies, pregnant women and elderly people. (See SESE.)</i></p> <p>Explore different ways of coping with change: <i>seeking clarification, taking time to adjust.</i></p> <p>Prepare for and cope with change as he/she grows and develops physically and emotionally: <i>changing friends, family change, puberty and growing up, moving to a different school, transitions within school.</i></p>

The student should be enabled to make real choices.

Phase 1	Phase 2	Phase 3
<p>Making decisions</p> <p>Develop awareness that he/she can exert some control over everyday decisions: <i>about food/drink/activities.</i></p> <p>Make everyday decisions, with prompting, when given opportunities for control: <i>be allowed to have reasonable control over personal preferences for food/drink/play activities/work tasks.</i></p>	<p>Making decisions</p> <p>Show awareness of his/her own ability to indicate personal preferences: <i>indicate all likes and dislikes by expression, gesture or vocalisation in response to questioning.</i></p> <p>Make choices and express preferences: <i>make a choice when offered a limited number of objects, choose favourite toys or computer programs, indicate a preference for a piece of music or story, choose a classmate/member of staff to work with.</i></p>	<p>Making decisions</p> <p>Independently indicate personal preferences and make independent choices: <i>be given increasingly sophisticated options for making choices and decisions and for expressing personal opinions.</i></p> <p>Have opportunities to participate in practical problem-solving activities: <i>making individual and group decisions in planning art/drama activities.</i></p> <p>Have opportunities to participate in and make real choices and decisions: <i>choose an activity, chose how to use leisure time, plan for an art activity/a concert/a trip to the shopping centre or the cinema.</i></p>

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The student should be enabled to begin to develop some awareness of factors that may influence decisions or choices taken.

Phase 1	Phase 2	Phase 3
<p>Making decisions</p> <p>Co-operate with, and show understanding of, decisions made by others: <i>co-operate with the teacher's decision not to go out for a walk when he/she is shown that it is raining.</i></p> <p>Develop an awareness of the effects of everyday choices on himself/herself and of the effects such decisions may have on others: <i>choosing to hang up one's coat independently/sharing treats and toys brings a smile and praise from teacher, taking two sweets may mean that another classmate gets none.</i></p>	<p>Making decisions</p> <p>Become aware of, and think about, choices and decisions that he/she makes every day: <i>What will I wear today? Which book will I choose from the library?</i></p> <p>Identify sources of help in solving problems: <i>a parent or guardian, a trusted friend, a teacher.</i></p>	<p>Making decisions</p> <p>Identify some of the decisions he/she has to make: <i>How will I say no? Will I tell on my friend?</i></p> <p>Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people: <i>because they care for and love them, because they want to keep them safe, because they know how to keep them healthy.</i></p> <p>Explore how others can influence decisions: <i>bullying, the effects of physical and/or verbal aggression on others.</i></p>

Myself: Taking care of my body

The student should be enabled to

show awareness of the basic needs of his/her own body.

Phase 1	Phase 2	Phase 3
<p>Knowing about my body</p> <p>Become aware of the basic needs of his/her own body: <i>experience and attend to the ways in which feelings of hunger/thirst are eased by eating/drinking, being tired is helped by resting or sleeping, being too cold/hot can be rectified by putting on/taking off clothes.</i></p> <p>Indicate needs and desires when prompted, by vocalising, by using gestures, or by pictorial or verbal communication: <i>hunger/thirst/tiredness/feeling sick/wet/dry, need to go to the toilet/have clothes changed.</i></p> <p>Have opportunities to participate in healthy exercise and activity: <i>swimming, the PE programme.</i></p>	<p>Knowing about my body</p> <p>Indicate the basic needs of his/her own body: <i>indicate needs independently by vocalising, by using gestures, pictorial or verbal communication in routine and eventually non-routine situations.</i></p> <p>Initiate activities for keeping the body healthy and well: <i>seek out exercise and activity.</i></p>	<p>Knowing about my body</p> <p>Appreciate the need and understand how to care for his/her own body in order to keep it healthy and well: <i>regular exercise and activity, adequate sleep and rest, a balanced diet, correct posture, quiet time and relaxation. (With assistance keep an exercise diary for a week/month.)</i></p> <p>Try out different forms of exercise in school and in the wider community: <i>aqua-aerobics, step aerobics, relaxation to quiet calming music.</i></p>

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The student should be enabled to

explore and discuss the different things the body can do.

Phase 1	Phase 2	Phase 3
<p>Knowing about my body</p> <p>Show awareness of 'what my body can do': <i>walk, run, jump, sleep, swim.</i></p>	<p>Knowing about my body</p> <p>Show further understanding of 'what my body can do: <i>see, hear, move, feel, think.</i></p>	<p>Knowing about my body</p> <p>Identify further 'what my body can do': <i>breathe, grow, heal, develop muscles.</i></p>

The student should be enabled to

identify parts of the body and develop awareness of the private parts of his/her own body.

Phase 1	Phase 2	Phase 3
<p>Knowing about my body</p> <p>Identify, by pointing to or verbalising about, external parts of the body: <i>assemble parts of the body using life-size jigsaws/ pictures.</i></p> <p>Identify differences between the sexes: <i>be told that he/she is a boy/girl, look at pictures of boys/girls, participate in activities where boys and girls are separated and indicate by pointing/signing/ verbalising a boy or girl when asked, listen to and identify boys/ girls talking on tape.</i></p> <p>Develop awareness of the private parts of his/her body: <i>match items of underwear/swimwear to correct part of the body on himself/herself/ a doll.</i></p> <p>Show respect for his/her own body and others bodies: <i>being gentle, not touching other people's private parts.</i></p> <p>Develop awareness of the difference between a public and a private place: <i>have his/her attention drawn to having people around versus being on his/her own, listen to language associated with privacy, listen to instructions on when privacy is necessary.</i></p>	<p>Knowing about my body</p> <p>With some prompting, identify his/her gender: <i>with decreasing assistance, move to go with the correct gender group when boys and girls are separated, indicate if he/she is a boy/girl when asked, go to the appropriate toilet or changing area with some prompting.</i></p> <p>Develop further awareness of differences between the sexes: <i>use the appropriate toilet/changing room in the school/a public place, recognise the appropriate word/symbol, name parts of the male and female body (using appropriate anatomical terms where possible and in agreement with school policy).</i></p> <p>Draw or position parts of the body on a life-size male and female human outline: <i>discuss which parts of the body are private and cover these with the appropriate underwear, sort clothes according to the parts of the body they cover, sort items of underwear from a laundry basket of mixed clothes, independently pick out correct items of underwear when dressing.</i></p> <p>Realise the importance of caring for and treating his/her own body, and the bodies of others, with dignity and respect: <i>recognise that there are some parts of the body that must be covered in public, recognise that there are some parts of other people's bodies that you should not touch.</i></p> <p>Respond to instructions on appropriate behaviour in public places versus in private places.</p>	<p>Knowing about my body</p> <p>Identify, independently, the private parts of his/her body: <i>use appropriate terms where possible to indicate pain, etc., to a nurse/ doctor.</i></p> <p>Show appropriate awareness of the need to cover parts of his/her body: <i>independently identify private parts of his/her body, independently pick out correct items of underwear when dressing, independently show appropriate awareness of the need to cover his/her private parts.</i></p> <p>Behave appropriately in public and in private: <i>show understanding of the need for privacy at certain times, show understanding that some types of behaviour are not appropriate in public.</i></p>

The student should be enabled to
recognise and practise basic hygiene and social skills.

Phase 1	Phase 2	Phase 3
<p>Knowing about my body</p> <p>Take part in daily personal care routines, such as feeding, drinking, going to the toilet, washing, dressing, and undressing.</p> <p>Respond to cues with varying degrees of support: <i>prompts from staff members, the presentation of objects, photos or symbols. (A series of photos beside the hand basin reminds the student of the sequence involved in washing the hands.)</i></p> <p>Using the toilet</p> <p>Co-operate with, and attend to, a regular routine of using the toilet: <i>co-operate with a trusted helper, develop awareness of being wet/dry, use the toilet successfully</i></p> <p>Respond to instructions/set cues for using the toilet: <i>follow gestural, pictorial or verbal reminders to use the toilet, follow a routine of using the toilet at set times of the day.</i></p> <p>Respond appropriately to enquiries about the need for the toilet: <i>answer using action, gestures, pictures, or words.</i></p> <p>Eating</p> <p>Participate with full help in feeding himself/herself: <i>co-operate in holding a spoon, open his/her mouth for food, with full help pick up finger food and put it in the mouth.</i></p> <p>Feed himself/herself with decreasing help: <i>pick up finger food and bring to his/her mouth with decreasing help, begin to take over putting spoon with food in his/her mouth, gradually take over scooping and loading actions with a spoon/fork.</i></p>	<p>Knowing about my body</p> <p>Take part in and begin to maintain personal hygiene routines independently.</p> <p>Using the toilet</p> <p>Indicate the need, using gesture/picture/words, to use the toilet at the appropriate time, rather than being routinely taken to it at designated times.</p> <p>Respond to verbal/visual reminders to use toilet paper, and wash and dry his/her hands afterwards.</p> <p>Eating</p> <p>Develop the ability to use a knife, fork and spoon, and to drink using a straw, with decreasing reminders</p> <p>Observe basic hygienic practices and appropriate behaviour when eating.</p> <p>Brush the teeth with gradually decreasing prompts.</p> <p>Dressing</p> <p>Dress and undress himself/herself with gradually decreasing physical, gestural, pictorial, or verbal prompting: <i>get dressed or undressed without help (although, initially, some items of clothing may be put on inside out), begin to help with the sequencing involved in dressing (socks before shoes, etc.).</i></p> <p>Develop basic skills in caring for clothes: <i>hang up his/her own coat, his/her remove jumper during an art session, change clothes when accidents happen.</i></p>	<p>Knowing about my body</p> <p>Recognise and practise good personal hygiene: <i>independently feed himself/herself using fingers/spoon/fork as appropriate, follow basic hygienic practices when eating or using the toilet, wash his/her hair and body in bath/a shower, take proper care of his/her teeth, know where to put dirty washing.</i></p> <p>Develop awareness of menstruating needs (where appropriate): <i>communicate if she is in pain/blood is seen on her underwear, indicate the need for a pad when she is prompted, indicate the need for help in changing a pad, communicate about cramps, independently change pads and dispose of them as necessary.</i></p> <p>Develop personal hygiene routines re the menstruation cycle and a knowledge of the range of toiletries/products available: <i>help to remove a pad from packet and place it on underwear, explore sanitary products during/following a trip to the chemist, listen to a simple account of what is happening, discuss the steps involved/sequence photographs about the management of menstruation.</i></p> <p>Realise how increased activity or involvement in physical activities can require increased attention to body care: <i>sweating, body odour, skin problems.</i></p>

Continued

Phase 1	Phase 2	Phase 3
<p>Knowing about my body</p> <p>Eating <i>continued</i> Develop the ability to use a spoon, a fork, and to drink from a cup.</p> <p>Become aware of basic hygiene practices when eating: <i>not eating food that drops on the floor/not taking food from another person's plate.</i></p> <p>Dressing Develop basic skills in dressing himself/herself and caring for clothes: <i>co-operate with, and attend to, routine dressing and undressing procedures— attend to the way clothes are removed/put on, stick out an arm/leg on request, open and close shoes/trousers/skirts using Velcro/buttons/zips, put on/take off socks, jumpers, etc. after routine activity such as PE or swimming (with physical, gestural and verbal prompting).</i></p> <p>Washing Become aware of basic body washing procedures: <i>develop awareness of consistent steps used in body washing routines, participate with full assistance in washing routines such as washing the hands/face/washing himself/herself in the shower after swimming.</i></p> <p>Self-care Become aware of the need to take care of his/her appearance: <i>tolerate or participate with help in brushing his/her hair, cleaning his/her teeth, cleaning his/her nose, practise on a doll/adult/self. (Adults should respect extreme dislike of some grooming activities.)</i></p> <p>Blow his/her nose/brush his/her hair, with help.</p>	<p>Knowing about my body</p> <p>Washing Respond to consistent gestural, pictorial or verbal instructions and verbal prompts to shower and wash his/her hair after swimming, wash his/her hands before meals/ after an art session/after using the toilet.</p> <p>Look after his/her own washing needs, using pictorial or recorded auditory cues independently if necessary: <i>wash his/her hair and body in the bath/shower, wash his/her own hands after using the toilet and before eating.</i></p> <p>Explore different toiletries and their smells: <i>indicate where they should be used and their purposes, develop preferences for smells.</i></p> <p>Self-care Participate with some help, or respond to reminders to take care of his/her appearance: <i>independently get and use a tissue if required, respond to verbal reminders to cover his/her mouth and nose when sneezing.</i></p>	<p>Knowing about my body</p> <p>Personal grooming Independently look after his/her appearance and grooming needs: <i>brush his/her hair at appropriate times, brush his/her teeth after a meal, independently get and use a tissue if required, care for his/her own clothes.</i></p>

The student should be enabled to take some responsibility for self-care.

Phase 1	Phase 2	Phase 3
<p>Knowing about my body</p> <p>Listen to stories about visiting the doctor or going to hospital: <i>explore and play with doctor and nurse sets.</i></p>	<p>Knowing about my body</p> <p>Identify things that are good/not good for the body.</p> <p>Examine some of the substances that are taken into the body: <i>food, medicine, tablets.</i></p> <p>Realise that each individual must take some responsibility for self-care.</p> <p>Recognise some people who are concerned with health and welfare: <i>doctor, nurse, speech therapist, pharmacist, optician, dentist.</i></p> <p>Meet and visit doctors, nurses and dentists: <i>examine props, stethoscopes, plasters, bandages and uniforms, participate in role-playing.</i></p> <p>Identify and categorise a variety of substances that are taken into or onto the body as those that are helpful or harmful, illegal or legal: <i>nicotine, food, alcohol, liquids, nose drops, sprays.</i></p>	<p>Knowing about my body</p> <p>Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older: <i>not remaining in wet clothes, eating a proper lunch, taking regular and appropriate exercise, balancing work and play, protecting skin from dangerous sun rays.</i></p> <p>Become aware of how infection spreads easily and the importance of adhering to a code of hygiene.</p>

The student should be enabled to
explore a wide range of food.

Phase 1	Phase 2	Phase 3
<p>Food and nutrition</p> <p>Have opportunities to explore a wide range of familiar and unfamiliar foods: <i>attend to the range of food that is presented in school and at home, attend to the taste, smell, appearance, and texture of a wide range of food.</i></p> <p>Have opportunities to experience food with contrasting textures: <i>dry biscuits/slippery jelly, foods with contrasting tastes like sweet/sour.</i></p> <p>Show an awareness of familiar foods: <i>become excited when familiar foods are presented, make a face in anticipation of tasting a sour item of food.</i></p>	<p>Food and nutrition</p> <p>Respond to the texture, taste, smell, and appearance of familiar and unfamiliar foods: <i>experience bland versus strongly flavoured or moderately spiced foods, sweet versus sour flavours, hot versus cold food or drink.</i></p> <p>Show some understanding that food gives us energy for work and play.</p>	<p>Food and nutrition</p> <p>Seek out familiar foods at appropriate times: <i>in storage areas at home and in school, pick familiar items from shelves in a shop.</i></p> <p>Communicate about the taste, smell, appearance, and texture of familiar and unfamiliar foods: <i>at mealtimes, when shopping, when cooking.</i></p> <p>Experience food dishes from different countries: <i>eating his/her way 'around the world'. (Link with SESE: Theme, Cooking.)</i></p> <p>Show some understanding that food helps us to grow/protects us against illness/keeps us healthy.</p>

The student should be enabled to

explore food preferences and their role in a balanced diet.

Phase 1	Phase 2	Phase 3
<p>Food and nutrition</p> <p>Indicate food preferences when asked: <i>make choices between two or more items of food or drink, show preferences or dislikes by indicating a desire for more/no more when food is tasted.</i></p> <p>Develop food preferences and dislikes.</p> <p>Communicate about food preferences and dislikes: <i>using facial expression, vocalisation, gestures, pictures, or verbal communication.</i></p>	<p>Food and nutrition</p> <p>Explore a range of foods (treats, snacks, fruit, vegetables) and communicate about the texture, smell, taste, and their likes and dislikes.</p> <p>Develop food preferences and dislikes.</p> <p>Sort foods, photographs/pictures/ symbols of foods into groups: <i>those that you eat a lot of, those that you should only eat a little of.</i></p> <p>Show some understanding of the difference between a healthy and an unhealthy diet.</p>	<p>Food and nutrition</p> <p>Carry out a survey to find out food preferences within the group.</p> <p>Develop an awareness of the types of food that contribute to good health: <i>look at/make posters promoting healthy eating, respond to questions about healthy eating, pick out healthy choices of food.</i></p> <p>Develop awareness that balance, regularity and moderation are necessary in the diet: <i>the food pyramid, the need for a balanced diet, food that is unhealthy for some people and not for others.</i></p> <p>Try to adopt a healthy and balanced diet: <i>complete a food diary over a week and communicate about his/her diet.</i></p>

The student should be enabled to
discuss and explore some qualities and categories of food.

Phase 1	Phase 2	Phase 3
<p>Food and nutrition</p> <p>Begin to associate language labels with familiar foods: <i>signing/ verbalising/pointing to food items on request.</i></p> <p>Identify hot and cold food and drinks.</p> <p>Participate in games of shop-keeping: <i>home corner.</i></p>	<p>Food and nutrition</p> <p>Show an awareness of categories of food: <i>using real food, replicas or pictures, indicate on request food that would be eaten at breakfast/ dinner time, observe the sorting of food into categories such as fruit, vegetables, meat, and sweet things, respond to a request to put all the fruit into a basket or all the meat into the refrigerator.</i></p> <p>Identify the effects of heating and cooling on food: <i>melting chocolate/ ice-cream.</i></p> <p>Identify some of the foods that are derived from plant and animal sources: <i>foods that are grown, food that comes from animals</i></p> <p>Identify different types of shops that sell food: <i>the vegetable shop, the bakery, the supermarket, etc.</i></p>	<p>Food and nutrition</p> <p>Sort food for storage after a trip to supermarket.</p> <p>Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid:</p> <ul style="list-style-type: none"> ■ <i>bread, potatoes, cereals</i> ■ <i>fruit and vegetables</i> ■ <i>milk, cheese, yoghurt</i> ■ <i>meat, fish and alternatives</i> <p><i>examine the dietary needs of his/ her age group and other groups in society (babies, young children, adults).</i></p> <p>Participate in creating art or charts representing different categories of food.</p>

The student should be enabled to
realise the importance of hygiene when preparing food to eat.

Phase 1	Phase 2	Phase 3
<p>Food and nutrition</p> <p>Respond to reminders to handle food safely and hygienically: <i>wash his/her hands before touching or eating food.</i></p> <p>Participate in making snacks or meals: <i>participate in activities such as putting spreads on bread/ stirring and mixing cake mixtures.</i></p>	<p>Food and nutrition</p> <p>Become aware of safe and hygienic practices when handling food: <i>participate in keeping hands/ utensils/surfaces clean when handling/preparing or eating food, wash up and clean surfaces after meals and snacks.</i></p> <p>Respond to instructions on making healthy snacks or meals: <i>step-by-step instructions using gestures, pictures or verbal instruction.</i></p>	<p>Food and nutrition</p> <p>Show some understanding of the importance of proper food hygiene: <i>clean his/her hands, keep his/her hair tied back, use clean dishcloths.</i></p> <p>Make/participate in making healthy snacks and meals using safe and hygienic practices: <i>keep certain food in fridge, keep food covered from flies, wash fruit and vegetables before using.</i></p>

Myself: Growing and changing

The student should be enabled to develop awareness that he/she is growing.

Phase 1	Phase 2	Phase 3
<p>As I grow I change</p> <p>Become aware that he/she is growing: <i>observe/feel that old shoes are now too small, observe that hair/nails have grown, look at his/her own or others' baby clothes and see how small they are, compare items used as a baby and items he/she uses now (baby bottle/cup), look at photos or videos of his/her younger self and younger family and friends, show interest in recording his/her own height.</i></p>	<p>As I grow I change</p> <p>Realise that growth takes place in many different ways and is unique to each individual:</p> <p>Physical—<i>growing out of clothes and shoes</i></p> <p>Social—<i>making new friends, joining clubs, playing or engaging in sports together, an increasing ability to communicate</i></p> <p>Intellectual—<i>developing new skills and abilities.</i></p>	<p>As I grow I change</p> <p>Identify and discuss the changes that are experienced in growing from child to adult: <i>changing interests and leisure activities, developing a widening circle of friends, increasing personal independence, increasing responsibility, coping with transfer from primary to post-primary school.</i></p> <p>Demonstrate understanding of the physical changes taking place in both the male and female body: <i>growing height and weight, increasing strength, growing from boy to man, growing from girl to woman.</i></p> <p>Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty, and understand that these take place at different rates for everyone:</p> <ul style="list-style-type: none"> ■ female: <i>changing body shape, development of breasts, appearance of pubic hair, onset of menstruation (periods)</i> ■ male: <i>physical growth, enlargement of testicles and penis, appearance of pubic, underarm and facial hair.</i> <p>Be helped to realise that these changes do not occur at the same time, but nonetheless are predictable and natural, and that being different is normal: <i>accepting his/her own body image, being sensitive to the patterns of growth and development in himself/herself and other people.</i></p>

The student should be enabled to
identify new skills and abilities acquired.

Phase 1	Phase 2	Phase 3
<p>As I grow I change</p> <p>Become aware of the new skills that he/she has acquired: <i>listen to an account of the new things he/she has learned, look at a video account of his/her own progress in school/at home.</i></p>	<p>As I grow I change</p> <p>Demonstrate awareness of his/her own achievements and progress: <i>show off new skills when asked, look with interest and understanding at a pictorial record of his/her own progress.</i></p>	<p>As I grow I change</p> <p>Identify the skills and abilities acquired and the interests/pursuits taken up in recent years: <i>developing sport skills, reading and writing skills, enjoy looking back over old records of work, take opportunities to show off new skills, seek to learn and master new skills.</i></p> <p>Recognise emotional changes that have taken place since infancy: <i>when I need something—what I did then and now.</i></p>

The student should be enabled to
develop increasing responsibility.

Phase 1	Phase 2	Phase 3
<p>As I grow I change</p> <p>Show awareness of the need to become more independent and responsible as he/she grows older: <i>know that he/she cannot demand attention all the time, show interest in doing things for himself/herself, show care for others.</i></p>	<p>As I grow I change</p> <p>Realise that growing up brings increased responsibilities for himself/herself and others: <i>make his/her own lunch, put away school clothes, help to feed a younger child.</i></p>	<p>As I grow I change</p> <p>Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older: <i>seek to take increasing responsibility for his/her own care needs/well-being/entertainment, make efforts to care for younger/less able family members or friends.</i></p>

The student should be enabled to
become aware of new life and birth in the world.

Phase 1	Phase 2	Phase 3
<p>New life</p> <p>Become aware of new life and birth in his/her immediate environment: <i>participate in activities to increase awareness of new growth in springtime, have opportunities to see/hold baby animals on a farm/in the zoo.</i></p> <p>Observe the care of new babies in reality or in pictures/videos: <i>tender holding, feeding, nappy-changing, careful bathing, role-playing using dolls and associated materials such as bottles, soothers.</i></p>	<p>New life</p> <p>Show awareness of new life and birth in the environment: <i>point out new growth in springtime when asked, identify baby animals in reality or in pictures/videos.</i></p> <p>Sort with/without prompting pictures and photographs into groups: <i>male and female, young and old.</i></p> <p>Begin to identify the main phases of the human cycle: <i>a sequence photographs/pictures of people of different ages (baby, girl, teenager, woman, mammy, granny), know that granny is old and a baby is young.</i></p> <p>Develop awareness of human birth: <i>a baby grows and is nurtured in the mother's womb until ready to be born.</i></p> <p>Show awareness of the care needed by small babies: <i>respond with tenderness and care to handling a small baby, demonstrate caring for a baby doll with prompting.</i></p>	<p>New life</p> <p>Explore the stages and sequence of development of the human baby from conception to birth (in consultation with parents/guardians): <i>if possible, have the opportunity to link feeling the shape of a baby in an expectant mother with seeing that mother shortly afterwards with her new baby.</i></p> <p>Identify the care that needs to be taken while waiting for baby to be born: <i>diet, rest, love, and support.</i></p> <p>Know that babies need love, regular food and drink, warmth, nappy-changing, careful bathing, medical check-ups: <i>show his/her knowledge by helping to care for a sibling.</i></p>

The student should be enabled to identify and explore a range of feelings.

Phase 1	Phase 2	Phase 3
<p>Feelings and emotions</p> <p>Express a range of feelings in response to particular experiences: <i>show happiness at seeing a family member/friend, show excitement in anticipation of a trip in the bus, show surprise at seeing something unusual, show fear of a particular situation, show feelings of loss when leaving a favourite person/ place.</i></p> <p>Identify a range of feelings: <i>respond to a request to show a particular feeling by using an appropriate facial expression, pointing to another person/ photograph of a person expressing a particular emotion.</i></p>	<p>Feelings and emotions</p> <p>Identify a range of facial expressions and give words for feelings: <i>imitate or guess emotions portrayed by body language and facial expressions using pictures/ other students.</i></p> <p>Explore feelings through drama activities, exploring situations through story lines: <i>receiving a wonderful present/feeling left out of games/getting lost in the supermarket/when my sister was born, communicate about feelings associated with these situations using facial expression, pictures, signs, or words.</i></p>	<p>Feelings and emotions</p> <p>Communicate about and explore a wide variety of feelings and emotions and the various situations where these may be expressed: <i>'highs' and 'lows', a sports event, prize giving, not winning a prize, moving away, not being chosen for a team.</i></p> <p>Explore appropriate behaviour when experiencing different feelings: <i>happy, sad, angry, frightened.</i></p> <p>Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty: <i>being withdrawn when shy or embarrassed.</i></p> <p>Appreciate the need for individual space and privacy as he/she is growing and developing: <i>a place to be quiet or to be alone or undisturbed, the need for personal boundaries.</i></p>

The student should be enabled to
develop awareness of the feelings of others.

Phase 1	Phase 2	Phase 3
<p>Feelings and emotions</p> <p>Become aware of the feelings of others: <i>observe and recognise when someone is happy, sad, excited, fearful. (These feelings may need to be exaggerated by others to help the student to be aware of them.)</i></p> <p>Begin to respond to the feelings of others: <i>matching their emotions and becoming happy/sad/excited because another is happy/sad/excited.</i></p> <p>Show awareness that the actions of one individual can affect the feelings of another: <i>stop activity that is obviously causing distress in another, show tenderness towards a student who is distressed at the actions of another.</i></p>	<p>Feelings and emotions</p> <p>Show sensitivity to the feelings of others: <i>respond by showing concern when another is obviously unhappy, stay quiet when another tells him/her that he/she is sad, laugh when another is obviously happy/is helpful to others, treat other living things, including pets and animals, with care and concern.</i></p> <p>Independently adjust his/her own behaviour to consider the feelings of others: <i>control his/her own excitement or noise level because it causes a fearful reaction in another student/ family member.</i></p>	<p>Feelings and emotions</p> <p>Empathise with/take account of the feelings of others.</p> <p>Be sensitive to the needs and feelings of others and realise that the actions of one individual can affect the feelings of another: <i>recognising and dealing with the consequences of moods/situations of other people.</i></p> <p>Follow storylines in television serials and suggest ways of dealing with emotions: <i>jealousy, loyalty, being in love.</i></p>

The student should be enabled to
develop awareness of the feelings of others.

Phase 1	Phase 2	Phase 3
<p>expressing feelings in an appropriate way</p> <p>Show concern for others in distress through facial expressions, gestures, or tone of voice</p>	<p>expressing feelings in an appropriate way</p> <p>Realise and explore the various ways feelings can be expressed and dealt with, and choose that are most appropriate and acceptable:</p> <ul style="list-style-type: none"> ■ affection: shaking hands/ hugging ■ anger: crying, telling someone that I am angry ■ loss: crying, asking for help, ■ hurt: angry, seeking an apology. <p>Identify people with whom it is appropriate to hug/kiss/shake hands.</p> <p>Identify significant people in his/ her life with whom he/she can discuss feelings and emotions.</p>	<p>expressing feelings in an appropriate way</p> <p>Explore the various feelings that change as one grows: <i>what made me laugh when I was younger, the things I was afraid of when I was younger, the things that I find funny or that make me cry now.</i></p> <p>Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner: <i>love, embarrassment, shyness, success, happiness, excitement, frustration, jealousy, anger, rage, loss, resentment, being 'put down'.</i></p> <p>Discuss and practise how to express and cope with various feelings in an appropriate manner: <i>choosing the appropriate time to talk, talking and discussing rather than prolonging a conflict or disagreement by remaining silent.</i></p> <p>Know when it is appropriate to share feelings with others.</p> <p>Identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be, or should be, postponed until later: <i>will I buy something now/will I save for something more expensive later?</i></p>

Myself: Safety and protection

The student should be enabled to
develop awareness of people/places that are safe/unsafe.

Phase 1	Phase 2	Phase 3
<p>Personal safety</p> <p>Develop an awareness of the feeling of being safe with people: <i>become aware of the difference between familiar people and strangers, become aware of safe and comfortable ways of being touched.</i></p> <p>Attend to the difference between familiar and unfamiliar places: <i>have his/her attention drawn to features of familiar places, have opportunities to visit unfamiliar places.</i></p>	<p>Personal safety</p> <p>Recognise and explore situations in which students feel safe and those in which safety might be at risk: <i>getting lost, being left alone, being with people who make him/her feel unsafe, inappropriate or unsafe touches, coming into contact with unsafe or unknown substances.</i></p> <p>Differentiate between familiar and unfamiliar places: <i>respond to familiar landmarks, react with increased interest when in an unfamiliar place.</i></p>	<p>Personal safety</p> <p>Identify situations and places that are safe, and those where personal safety might be at risk: <i>being in a supervised playground, going on an outing with the family, going into unfamiliar places, getting into the family car versus a stranger's car, feeling unsafe with people, bullies, large gatherings, being touched inappropriately, being asked to keep a difficult secret (one that causes worry or makes him/her feel uncomfortable).</i></p>

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The student should be enabled to
identify people in his/her close environment whom he/she can trust.

Phase 1	Phase 2	Phase 3
<p>Personal safety</p> <p>Indicate if feeling safe and comfortable/unsafe and uncomfortable with a person: <i>relax when feeling safe, turn away/call for attention when feeling unsafe.</i></p> <p>Develop the ability to facially express, sign, or say 'no': <i>have opportunities to make choices and in everyday situations, assert himself/herself by sometimes refusing to do things, experience role-playing situations that require a 'no'.</i></p>	<p>Personal safety</p> <p>Identify people in his/her close environment whom he/she can trust: <i>pick out people with whom he/she feels safe and comfortable using real people, photographs, videos.</i></p> <p>Practise communicating 'no', especially to adults, in a range of situations.</p>	<p>Personal safety</p> <p>Identify people in the wider environment who can be called upon to help: <i>gardai, shop assistants.</i></p> <p>Discuss and make displays of who he/she can ask for help, and use role-playing to ask for help in appropriate situations.</p> <p>Know when he/she can and should give permission and when to withhold his/her permission from adults: <i>personal space, intimate care procedures.</i></p>

The student should be enabled to develop strategies for keeping safe.

Phase 1	Phase 2	Phase 3
<p>Personal safety</p> <p>Develop the ability to draw attention to himself/herself if feeling uncomfortable or unsafe: <i>cry when feeling unsafe or uncomfortable with a stranger or familiar person, make a fuss if being touched in a way that is unfamiliar or uncomfortable.</i></p> <p>Become aware of the need to stay close to a carer when in an unfamiliar place: <i>feel his/her hand being held firmly, listen to requests to stay close, observe that he/she is being closely watched, respond to requests to stay close when in an unfamiliar place, stay within boundaries outlined by a carer, come when called, look at a carer regularly to see that he/she is close.</i></p>	<p>Personal safety</p> <p>Deal effectively with situations where he/she feels unsafe with a person: <i>communicate 'no' independently and effectively, get away from the person, get the attention of others.</i></p> <p>Use role-playing to practise assertiveness and ways of making safe choices.</p> <p>Take some responsibility for his/her own safety when in an unfamiliar place: <i>independently stay close or within visual contact of a carer, refuse to talk to strangers, know how and when to seek help, doesn't wander off on his/her own, know when to say 'yes' and 'no' to friends or adults in different situations.</i></p>	<p>Personal safety</p> <p>Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual: <i>being assertive, realising how and when to get help, telling people who are trustworthy, making a telephone call, becoming familiar with emergency services and how to contact them, telling someone where he/she is going at all times, adhering to the rules about unsafe places, not accepting lifts from strangers, making his/her whereabouts known at all times, recognising local landmarks, recognising people who are responsible for keeping him/her safe, knowing when to tell a secret, learning and practising to speak/write/sign or recognise personal information (name, address and telephone number).</i></p>

The student should be enabled to
show understanding of safety rules when travelling/out and about.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Have his/her attention drawn to safety strategies for crossing the road, using the bus, or being a pedestrian: <i>visually/aurally track cars passing, watch others stopping at the edge of the path, listen to safety instructions, participate with full help in practising safety strategies.</i></p>	<p>Safety issues</p> <p>Respond to requests to stay close when in unfamiliar place: <i>stay within boundaries outlined by a carer, come when called, look at a carer regularly to see that he/she is close, respond to 'no', follow simple rules of behaviour when reminded.</i></p> <p>Respond to visual or auditory reminders to execute safety strategies for crossing the road, using the bus, or being a pedestrian: <i>look for help as needed, stop when the red man is seen at a pedestrian crossing, wait for the green man.</i></p>	<p>Safety issues</p> <p>Develop and practise strategies for keeping safe when travelling: <i>being familiar with the rules for travelling on the bus/in a car/on a bike, crossing the road with an adult.</i></p> <p>Obey those responsible for safety in the community.</p> <p>Be aware of potential travel hazards and the need for responsible behaviour when travelling.</p>

The student should be enabled to
show understanding of safety rules within the school/work-place.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Have his/her attention drawn to safety routines in the immediate environment: <i>observe that people can trip over bags and toys, listen to requests to stay close to his/her carer at assembly or when out walking, respond appropriately to instruction that activity is dangerous, participate with full help in following the class code of hygiene.</i></p>	<p>Safety issues</p> <p>Respond to reminders to observe safety rules in the everyday environment: <i>respond to gestural, pictorial or verbal reminders to store his/her schoolbag, operate brakes on a wheelchair when stationary, wash his/her hands before eating, use the safety switch on electric sockets, line up without running.</i></p> <p>Follow safety rules when trying a new activity.</p>	<p>Safety issues</p> <p>Develop an awareness of health and safety in the school, home and work-place.</p> <p>Use safety rules independently in the everyday environment: <i>keep passages free of clutter, move about safely, practise the class code of hygiene, follow safety rules when using electrical equipment.</i></p> <p>Realise and understand that rules are necessary in order to protect people and keep them safe: <i>tidy away his/her own belongings, follow the code of hygiene, queue appropriately.</i></p>

The student should be enabled to
develop awareness of possible dangers in the environment.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Become aware of possible dangers in the home or school environment: <i>develop awareness that certain kitchen and craft utensils are dangerous, become aware of the possible dangers of heat sources.</i></p> <p>Develop awareness that some things are dangerous to eat or smell: <i>attend to warnings that some substances at home and at school are dangerous.</i></p>	<p>Safety issues</p> <p>Show awareness of how accidents might happen at home and in school: <i>show awareness that certain utensils and implements can cause injury, show by expression, actions or words that heat sources can be dangerous.</i></p> <p>Realise that many substances used at home or in school are dangerous, and that permission should be sought before exploring them: <i>never touch, taste or smell unknown substances.</i></p>	<p>Safety issues</p> <p>Communicate about dangers to himself/herself and others in the home and school environment: <i>identify items in the home or school environment that are unsafe to use or play with, enquire about the safety of unfamiliar items if unsure, communicate by expression, gesture or words about things that are sharp/hot, act to prevent injury to another person.</i></p> <p>Recognise how accidents might be caused and what can be done to prevent accidents happening: <i>wearing protective headgear, not playing with dangerous equipment or machinery.</i></p>

The student should be enabled to

develop awareness of basic safety with regard to medicine and unfamiliar substances.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Attend to warnings not to touch medicines: <i>become aware that pills are not sweets.</i></p> <p>Develop an awareness of people who help him/her look after his/her health: <i>meet and visit doctors, nurses and dentists.</i></p> <p>Examine props, for example stethoscopes, plasters, bandages and uniforms and take part in mini-dramas.</p>	<p>Safety issues</p> <p>Respond to unfamiliar substances with suspicion and care: <i>look to a trusted adult to gain guidance when presented with unknown substances, respond to instructions not to taste/smell certain substances.</i></p> <p>Respond to basic safety rules regarding medicine: <i>identify medicines in use at home and in school, show awareness that medicines must not be touched without permission.</i></p> <p>Identify some of the substances or things that are put onto the body and their associated functions: <i>plasters, ointment, cream, lotions.</i></p> <p>Read and listen to stories about visiting the dentist or going to the hospital.</p>	<p>Safety issues</p> <p>Realise that some substances used at home and at school are dangerous: <i>ask for permission before exploring unfamiliar substances, identify dangerous substances at home and in school, get an adult's attention if he/she observes a sibling/student tampering with a dangerous substance.</i></p> <p>Independently observe basic safety rules regarding medicine: <i>become familiar with the packaging of routine medicines, know that all medicines are kept safely in a particular place, know that medicines must not be touched without permission.</i></p> <p>Distinguish between substances in the home or school that are safe and those that are dangerous.</p>

Myself and others: Myself and my family

The student should be enabled to communicate about his/her own family.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Communicate about the members of his/her own family: <i>show recognition of clear photographs of family member, identify family members in photographs/videos, respond to questions about family members, list family members, using names or photographs.</i></p> <p>Identify and name/sign the people who constitute a family: <i>Mammy, Daddy, sister, brother.</i></p>	<p>Safety issues</p> <p>Communicate about his/her position in the family: <i>youngest, oldest, in the middle.</i></p> <p>Identify members from the wider family circle and appreciate that all family units are different: <i>grandparents, cousins, aunts, uncles, nieces, nephews.</i></p> <p>Identify gender relationships within his/her family: <i>group siblings into sisters/brothers, identify that sister is a girl, brother is a boy.</i></p> <p>Tell stories about family members, using objects, pictures or words.</p>	<p>Safety issues</p> <p>Identify and talk about those who live at home and recognise that homes and families can vary: <i>personal names, sex, position in the family ('John is older than me'), physical descriptions, hobbies, characteristics.</i></p> <p>Create individual family trees.</p> <p>Explore and discuss different kinds of families, recognising that families vary in structure: <i>single-parent, two-parent, step-parent, adoptive, foster, group homes, hostels.</i></p>

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The student should be enabled to explore the things that families do together.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Respond to pictures or questions about daily routines at home: <i>playing, sleeping, eating, going for walks, watching television.</i></p> <p>Develop awareness of special family occasions/celebrations: <i>show interest in and identify photographs/videos of birthday parties/weddings/Christmas, respond to questions about these events.</i></p>	<p>Safety issues</p> <p>Explore the things that families do together: <i>talking, eating, working, travelling, shopping, playing, participating in leisure activities together, special family occasions.</i></p> <p>Communicate about daily routines: <i>what he/she ate for breakfast, television programmes watched, activities pursued.</i></p> <p>Communicate about the ways in which families take care of, support, and love each other.</p>	<p>Safety issues</p> <p>Explore what belonging to a family means: <i>being cared about, having particular roles and responsibilities, being sensitive to the needs of others in the family, having rules and boundaries, caring for and supporting each other, having a sense of belonging.</i></p>

The student should be enabled to
realise that each person has a place and role within the family.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Identify resources used for common household tasks: <i>sweeping-brush, washing machine, vacuum cleaner, fridge.</i></p> <p>Explore the roles that Mammy and Daddy play: <i>free play in the Wendy house/home corner.</i></p>	<p>Safety issues</p> <p>Recognise his/her role and place in the family unit and the contribution made by each member to the family: <i>identify jobs that Mammy/Daddy/siblings/students do.</i></p> <p>Show awareness that roles may be interchangeable: <i>isolate a task and identify all the family members who can do this job.</i></p>	<p>Safety issues</p> <p>Explore the skills that can be learned/practised at home.</p> <p>Use the correct resources in completing common household tasks: <i>dry dishes with a tea towel, use a brush/vacuum cleaner to clean the floor.</i></p> <p>Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit: <i>helping to mind younger children, helping to keep the home tidy, sharing and co-operating with each other.</i></p>

The student should be enabled to
identify behaviour that is important for harmony in families.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Have understanding that his/her behaviour can have a positive or a negative influence on the family: <i>fighting with siblings upsets Mammy and Daddy.</i></p>	<p>Safety issues</p> <p>Identify the behaviour that is important for harmony in families: <i>love, listening, sharing, spending time together, adhering to family rules, honesty, forgiveness.</i></p>	<p>Safety issues</p> <p>Discuss possible changes in family relationships and expectations as he/she grows and matures, and how he/she can cope with them: <i>increasing independence, conflicting opinions.</i></p> <p>Understand that families often undergo planned or unplanned changes that may be pleasant or difficult: <i>moving house, the arrival of a new baby, the death of one member, unemployment, a new job, separation, illness.</i></p> <p>Discuss storylines of television serials and identify positive/negative behaviour.</p>

Myself and others: My friends and other people

The student should be enabled to communicate about his/her friends.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Identify his/her friend/friends within the class: <i>show interest in sharing activities with particular peers.</i></p>	<p>Safety issues</p> <p>Discuss personal friends and why he/she enjoys being with them: <i>independently seek to spend time with certain friends, take action to make new friends.</i></p> <p>Identify activities that friends do together: <i>playing, party time, outings.</i></p> <p>Explore activities that require more than one person and activities that can be engaged in by oneself.</p>	<p>Safety issues</p> <p>Explore the importance of friendship and interacting with others, and realise that making and changing friends is part of the natural process of growing: <i>communicate about the qualities he/she likes in his/her friend(s), why he/she enjoys another's company.</i></p>

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The student should be enabled to identify/become aware of the different aspects of friendship.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Show awareness of how friends behave together: <i>talking together, playing together, helping each other, sharing activities and games, responding to a friend in need.</i></p>	<p>Safety issues</p> <p>Identify, explore and discuss qualities and skills associated with friendship: <i>spending time together, talking, playing together, being sensitive to the feelings of one's friends, forgiving each other, trusting each other.</i></p> <p>Listen to, and ask questions about, friendship stories: <i>discuss friends and friendship (using and extending his/her vocabulary).</i></p>	<p>Safety issues</p> <p>Explore the different aspects of friendship: <i>loyalty, trust, keeping promises, forgiveness, resolving conflict, honesty.</i></p> <p>Examine different types of friendships: <i>'best friend', boy-girl friendships, groups of friends, befriending someone in a difficult situation for a short time.</i></p> <p>Explore the differences between boy-and-girl friendships and same-sex friendships: <i>talking about different things, having different interests, wishing to impress his/her own sex and the opposite sex.</i></p>

The student should be enabled to

develop awareness that friends and other people must be treated with consideration and respect.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Show awareness that others are affected by his/her response to them.</p> <p>Respond to instructions on how to show consideration and respect: <i>adjust his/her own behaviour by sharing toys with a new student, show physical restraint in playing with another student.</i></p>	<p>Safety issues</p> <p>Know how to treat others with dignity and respect: <i>respecting the personal belongings of others, recognising and including the lonely child at play time, being fair and equitable when working and playing with others.</i></p> <p>Begin to cope with disharmony in, or loss of, friendships: <i>coping with rejection from a peer group/a special friend.</i></p>	<p>Safety issues</p> <p>Practise and recognise the importance of care and consideration, courtesy and good manners in dealing with others.</p> <p>Consider problems that can arise in friendships and other relationships and how these could be handled: <i>jealousy, uncertainty, feeling left out.</i></p> <p>Use role-playing to practise courtesy and good manners when dealing with others, and to play out situations of conflict between friends.</p>

The student should be enabled to
recognise and explore bullying behaviour.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Develop awareness of bullying behaviour: <i>show awareness of wrongdoing if his/her own bullying behaviour is identified, respond by repelling a bully or by calling for help if being bullied/another is being bullied.</i></p>	<p>Safety issues</p> <p>Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else.</p>	<p>Safety issues</p> <p>Acknowledge that friends often circulate in groups, which can be healthy or unhealthy: <i>inclusive, friendly, supportive teasing, taunting, being pressured.</i></p> <p>Recognise, discuss and understand bullying and its effects: <i>what behaviour constitutes bullying, how and why bullying happens, how it feels to be intimidated and to intimidate others, the effect of bullying on himself/herself and others, know that bullying is always wrong.</i></p> <p>Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied, and being a bully: <i>who to confide in, when to tell, how to be assertive.</i></p>

Myself and others: Relating to others

The student should be enabled to form relationships with other students/adults.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Recognise familiar people and associate them with particular activities: <i>get his/her coat and bag when the bus driver arrives, take notice if a new driver appears, go to the dining area when lunchtime staff appear.</i></p>	<p>Safety issues</p> <p>Have opportunities to develop relationships with others: <i>interact with staff members and other students in daily routines—work activities, circle time, PE, meal times, celebrations.</i></p> <p>Show understanding of the roles of familiar people: <i>principal, school secretary, nurse, postman.</i></p>	<p>Safety issues</p> <p>Meet and interact with different people, both in school and outside school: <i>students from another class, school administration staff, lunchtime staff, therapists (where applicable), shop assistants.</i></p> <p>Show understanding of different types of relationships: <i>strangers, friends, relatives, husband/wife, boy-friend/girl-friend.</i></p> <p>Initiate and maintain social interaction with peers and adults.</p>

The student should be enabled to
develop effective communication skills.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Greet known people: <i>signing or verbalising 'hello'.</i></p> <p>Establish and maintain eye contact with an adult.</p> <p>Show attention to a speaker through facial expression and appropriate posture.</p> <p>Communicate basic needs using speech, gesture or signing as appropriate.</p>	<p>Safety issues</p> <p>Initiate and maintain social interaction with adults: <i>wait with interest for an adult to respond, listen to an adult and give an appropriate response. (The adult demonstrates attentive listening and emphasises/shows the need to wait to talk.)</i></p>	<p>Safety issues</p> <p>Attend to a topic in a group situation and make appropriate responses over a number of turns: <i>contribute to discussions by responding appropriately (vocalising, using gestures, symbols, or signing).</i></p> <p>Learn to adopt appropriate verbal and non-verbal behaviour to secure and maintain the attention of a partner: <i>establishing eye contact, using appropriate head movements, gestures and facial expression, ensuring audibility and clarity, tone of voice.</i></p>

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The student should be enabled to
use verbal and non-verbal behaviour to perform social functions.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Use common salutations correctly: <i>greeting strangers and familiar people verbally or by signing, say goodbye.</i></p> <p>Engage in real and imaginary situations to perform/practise different social functions: <i>using a toy telephone.</i></p>	<p>Safety issues</p> <p>Use verbal and non-verbal behaviour to perform social functions: <i>introducing oneself and others (making eye contact/smiling/shaking hands when introduced), expressing thanks, making requests.</i></p>	<p>Safety issues</p> <p>Use language to perform common social functions: <i>expressing concern or appreciation, giving/receiving compliments, presenting his/her own opinion to an individual or group.</i></p> <p>Perform routine social functions independently: <i>show a visitor around the school, introduce him/her to staff/students, make requests politely, express thanks, offer help.</i></p>

The student should be enabled to work co-operatively with others.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Engage in parallel activity with another student.</p> <p>Share toys/game with another student: <i>take turns with one other student (with adult help), allow physical guidance when needed.</i></p> <p>Take turns in a small group with support from an adult: <i>follow a direction when asked, respond to 'no'.</i></p>	<p>Safety issues</p> <p>Demonstrate ability to take turns, share equipment and play safely and co-operatively with peers in small and large groups: <i>participate in activities that require turn-taking skills—news time, circle time, parachute games in PE, music and drama activities.</i></p> <p>Show some understanding of the need for rules in games and awareness of how to join in in different situations: <i>follow simple rules of behaviour when reminded.</i></p>	<p>Safety issues</p> <p>Participate co-operatively in group situations: <i>as a member of a basketball team.</i></p> <p>Work collaboratively in pairs/small groups: <i>show respect for materials, his/her work, and the work of others.</i></p> <p>Establish purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations: <i>other students wishing to use the same piece of equipment.</i></p> <p>Show understanding of agreed codes of behaviour: <i>class or school's golden rules, communicate what is right and wrong, try to explain why.</i></p>

The student should be enabled to practise care and consideration, courtesy and good manners when interacting with others.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Become aware of routine social behaviour: <i>listen to another student talking without interrupting.</i></p> <p>Attend/respond to instructions and requests expressed by familiar adults and peers.</p>	<p>Safety issues</p> <p>Practise care, consideration, courtesy, and good manners when interacting with others: <i>giving and taking turns in listening and speaking, showing interest in what others have to say, reacting appropriately when asked to do something by a trusted person.</i></p>	<p>Safety issues</p> <p>Listen and respond to the views and opinions of others when playing, working, or making decisions about where to go and what to do.</p> <p>Exchange views and opinions with others: <i>discuss likes/dislikes, discuss favourite television programmes, ask another's opinion, express agreement/disagreement in an appropriate manner, accept and receive compliments.</i></p>

The student should be enabled to
resolve conflicts with others.

Phase 1	Phase 2	Phase 3
<p>Safety issues</p> <p>Respond to reminders that equipment must be shared: <i>signs or says 'sorry' to another student when prompted.</i></p>	<p>Safety issues</p> <p>Show ability to resolve conflict: <i>find an agreeable solution if another student wants to take a favourite piece of equipment.</i></p> <p>Learn to apologise without prompting from adult, and to accept apologies from others.</p>	<p>Safety issues</p> <p>Explore/practise how to handle conflict without being aggressive: <i>identify and discuss various responses—telling the truth, walking away, avoidance.</i></p> <p>Imitate verbal solutions provided by adults.</p> <p>Recall words/signs to use when reminded.</p>

Myself and the wider world: Developing citizenship

The student should be enabled to identify the groups outside the family to which he/she belongs.

Phase 1	Phase 2	Phase 3
<p>My school community</p> <p>Become aware of being part of a class/school: <i>show recognition of his/her own class, classmates and school, come when called by his/her own teacher at assembly.</i></p>	<p>My school community</p> <p>Recognise the groups to which he/she belongs: <i>identify his/her own class/school from photographs, line up with his/her own classmates, get ready when his/her group is called for reading, find his/her own classroom, go to a designated area of the pool to join his/her own swimming group.</i></p>	<p>My school community</p> <p>Recognise some of the different groups to which he/she can belong: <i>family, class, school, village, town, city, club.</i></p> <p>Recognise/write the name and location of his/her own school and identify those who constitute the school community.</p> <p>Explore the ways in which the school promotes a sense of belonging: <i>celebrating the achievements of individuals, groups and teams within the school., prize giving days, 'student of the week' awards.</i></p>

The student should be enabled to

realise that each person is important and has a unique and valuable contribution to make to the class/school.

Phase 1	Phase 2	Phase 3
<p>My school community</p> <p>Participate fully in class/school activities.</p> <p>Have opportunities to share responsibility for certain classroom tasks: <i>giving out cups/pencils, handing out art materials.</i></p>	<p>My school community</p> <p>Play an active part in the life of the class/school when prompted: <i>respond to cues for class/school routines, carry out tasks in the class and school with some help, take on jobs in the class or school (pouring out milk, delivering messages).</i></p> <p>Show awareness that others have a valuable part to play in the life of the class and the school: <i>show awareness that some tasks are the responsibility of a particular adult or student, show appreciation of the contributions made by others to class and school life.</i></p>	<p>My school community</p> <p>Seek to play an active part in the life of the class and school: <i>actively follow class/school routines, follow rules with few reminders, take on responsibilities such as minding less able students/picking up litter/doing messages for the teacher, take part in public performances (school concert, representing the school at inter-school Sports Days).</i></p> <p>Realise that each person is important and has a unique contribution to make to the class and school: <i>know who is responsible for certain roles and tasks, allow other students to have the limelight at times, join with class/school in celebrating their achievements.</i></p>

The student should be enabled to:

develop understanding of the necessity for adhering to the class and school rules

Phase 1	Phase 2	Phase 3
<p>My school community</p> <p>Become aware of rules and routines in the class and school: <i>participate in sharing equipment, sharing the teacher's time/playing/working co-operatively/taking turns, show some understanding of rules regarding time/litter.</i></p>	<p>My school community</p> <p>Respond to reminders to observe rules and routines in the class and school: <i>respond to reminders to share equipment, adjust his/her own demands when he/she observes that the teacher is busy, respond appropriately to turn-taking activities, follow cues for routines about assembly/moving location within the school/going home, respond to reminders about litter.</i></p>	<p>My school community</p> <p>Be involved in drawing up the classroom rules.</p> <p>Independently adhere to rules and routines in the class and school, with gradually decreasing assistance: <i>share equipment and the teacher's time equally, play and work co-operatively, take turns as appropriate, carry out familiar school and class routines without reminders.</i></p>

The student should be enabled to
explore and respect the diversity of students in the class and school.

Phase 1	Phase 2	Phase 3
<p>My school community</p> <p>Become aware of the varying needs of other students: <i>observe how those needs are accommodated by students and adults.</i></p>	<p>My school community</p> <p>Show awareness of the strengths and needs of other students: <i>accommodate the needs of other students when asked, observe that others need the teacher's attention.</i></p>	<p>My school community</p> <p>Acknowledge the strengths and talents of other students: <i>give compliments/praise to others.</i></p> <p>Accommodate the needs of another student: <i>signing for student with a hearing/speech impairment.</i></p>

The student should be enabled to
develop a sense of belonging to his/her local community.

Phase 1	Phase 2	Phase 3
<p>Local and wider communities</p> <p>Show recognition of and identify his/her own locality: <i>become excited on class visits to his/her own locality, show recognition of photographs or videos of his/her own locality.</i></p>	<p>Local and wider communities</p> <p>Become aware of the physical characteristics of his/her own locality and the locality of other students: <i>identify features in his/her own locality when shown photographs/video, name his/her own locality when asked, identify other students' localities.</i></p>	<p>Local and wider communities</p> <p>Communicate about his/her own locality and the locality of other students: <i>use pictures, signs or words to tell about features of his/her own locality, ask about the locality of another, carry out fact-finding class trips to each student's locality, take photographs or videos of each locality or ask parents/guardians to supply these to use in a class project.</i></p> <p>Develop an awareness of people in other places: <i>other schools, communities and towns, other countries.</i></p> <p>Become aware of his/her own culture and show some recognition of festivals and celebrations that are unique to the locality, region or country: <i>show awareness of Irish music, the national flag and anthem, national feast days.</i></p>

The student should be enabled to

begin to become aware of local identity and to participate in and enjoy celebrating local events.

Phase 1	Phase 2	Phase 3
<p>Local and wider communities</p> <p>Become aware of being part of the local community: <i>become familiar with the people in his/her local community, attend local events, attend local religious ceremonies, attend a local club, participate in celebrating local achievements(success for the local football team).</i></p>	<p>Local and wider communities</p> <p>Show awareness of being part of the local community: <i>recognise and identify local people, show recognition of familiar local areas, respond with interest to local events, show excitement at going to a local club, respond to questions about local people and events, show awareness of celebrations of achievement in sport.</i></p>	<p>Local and wider communities</p> <p>Play an active part in the local community: <i>communicate with familiar local people, communicate to others at school/work about local areas of interest or local events, recognise, participate in, and enjoy the celebration of local events.</i></p>

The student should be enabled to

use facilities in his/her local community.

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Phase 1	Phase 2	Phase 3
<p>Local and wider communities</p> <p>Become aware of and participate, with full assistance, in using facilities in the local community: <i>have the opportunity to be accompanied to the local playground/park/beach/restaurant, visit local shops, use the escalator/lift at a shopping centre, look at books in the local library, use the toilet in these local facilities, use public transport (accompanied by an adult).</i></p>	<p>Local and wider communities</p> <p>Have frequent opportunities to visit and use local facilities: <i>library, swimming pool.</i></p> <p>Become familiar with the conventional signs used to indicate facilities in the local community: <i>shop fronts, post box, bus stop.</i></p>	<p>Local and wider communities</p> <p>Use facilities in the local community as independently as possible: <i>play an active part in a local club, where appropriate, keep a savings account in the local Post Office.</i></p> <p>Become familiar with conventional signs for familiar facilities in his/her own locality and wider locations: <i>recognise conventional signs for public phones/toilet/bus stop/wheelchair access in his/her own locality, and on trips to wider locations.</i></p>

The student should be enabled to

become aware of rules in the community that apply to him/her.

Phase 1	Phase 2	Phase 3
<p>Local and wider communities</p> <p>Become aware of rules in the community that may concern him/her: <i>become aware that boisterous behaviour is suitable in the playground but not in the church/cinema/library, become aware of the need to keep the classroom free of litter.</i></p>	<p>Local and wider communities</p> <p>Observe appropriate community rules when reminded: <i>adjust behaviour in quiet places if necessary, use litter bins when reminded, show care towards smaller children when playing.</i></p>	<p>Local and wider communities</p> <p>Adhere to community rules that concern him/her with gradually decreasing prompting from adults.</p> <p>Recognise that each person has an important contribution to make to the life of the community: <i>caring for the local environment, taking part in local environmental schemes such as recycling initiatives. (See SESE.)</i></p>

The student should be enabled to

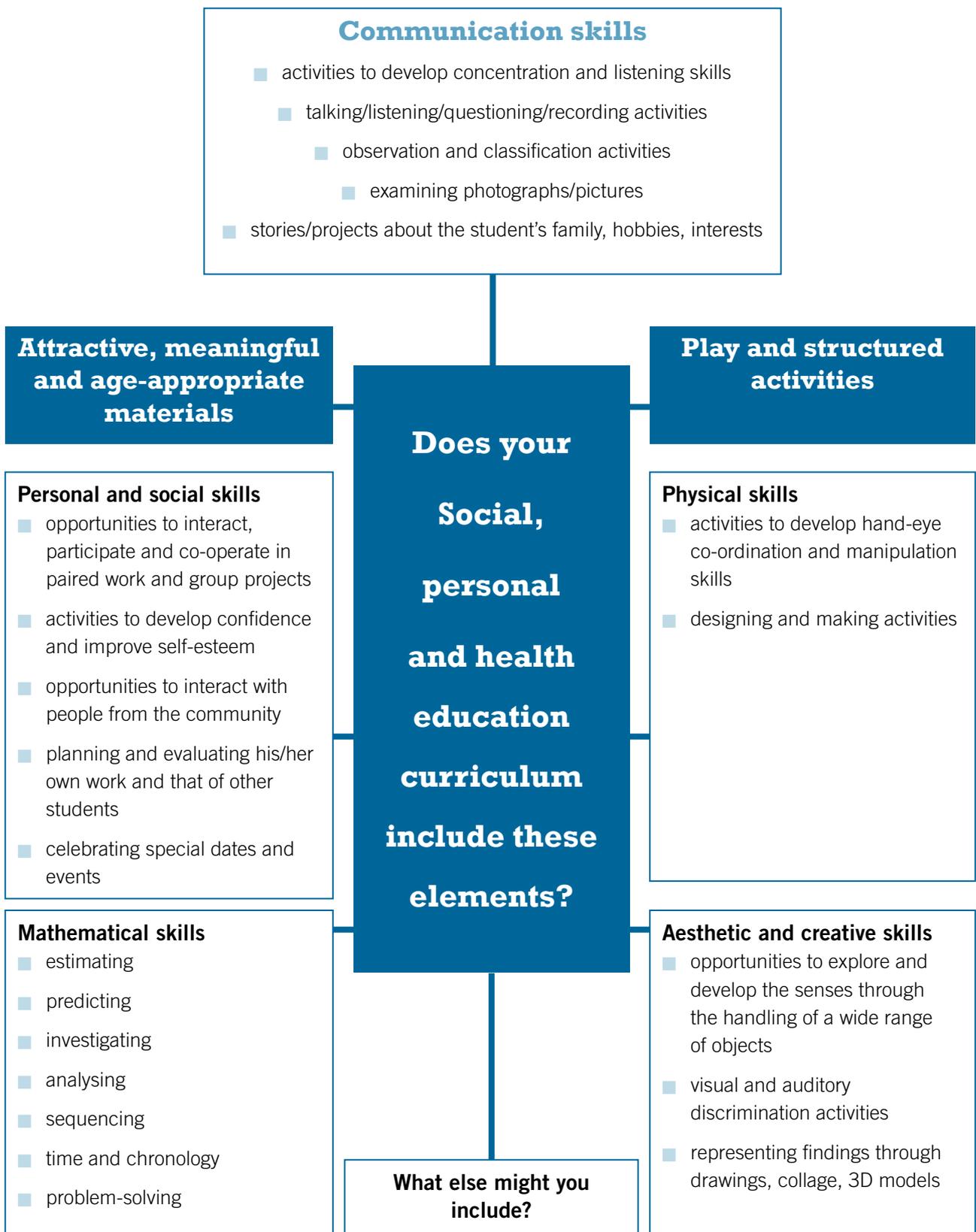
recognise those who have special responsibilities for looking after people in the community.

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Phase 1	Phase 2	Phase 3
<p>Local and wider communities</p> <p>Meet and visit doctors, nurses and dentists: <i>examine objects associated with their jobs.</i></p> <p>Visit the local library/swimming pool and meet the people who help run it.</p>	<p>Local and wider communities</p> <p>Identify those who have special responsibilities for looking after people in the community: <i>gardaí, life guard, crossing warden.</i></p>	<p>Local and wider communities</p> <p>Meet people who work in the school and local community, such as a nurse, a guard, a fire-fighter, a doctor, a lifeguard: <i>visit places of work with prepared questions, take photographs, participate in making a book about the visit.</i></p>

The student should be enabled to
develop awareness of the different forms of media.

Phase 1	Phase 2	Phase 3
<p>Media education</p> <p>Identify favourite television programmes, videos and computer games: <i>identify by pointing to/ verbalising favourite television characters.</i></p>	<p>Media education</p> <p>Explore popular stories and book.</p> <p>Identify favourite television programmes, videos and video games, and indicate reasons for preference.</p> <p>Begin to use and explore the various forms of information technology available.</p>	<p>Media education</p> <p>Become aware of and learn about the different ways in which information can be communicated: <i>radio, television, Internet, CDs.</i></p> <p>Locate the TV guide/sports pages in newspapers/magazines.</p> <p>Communicate with students from another school or country using e-mail, with adult assistance.</p>



Exemplars

The *Primary School Curriculum: SPHE, Teacher Guidelines* present many useful exemplars that can be successfully adapted to meet the needs of students with moderate general learning disabilities.

The following pages outline some ideas for developing themes and topics in SPHE for students with moderate general learning disabilities. The exemplars of work included are outlines from which teachers can develop a more comprehensive programme. In some instances only minor additions may be necessary to make them suitable for individual classroom environments. Alternatively, the needs of a particular school environment may dictate considerable adaptation before implementation in individual classes. Factors such as the developmental stage and previous experiences of students, the availability of resources (human and material), the nature of the learner, and the local community will need to be considered. The *Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities*, also offer some useful exemplars on **care routines, making decisions**, and **helping others** that can be easily adapted to meet the needs of this student cohort.

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Exemplar 1: Social Personal and Health Education

Myself and Others: My Friends and Other People

Topic: Knowing Everybody in My Class

The student will be enabled to

- identify, by name and photograph, those present in the class
- match each student and staff member present with his/her photograph and printed name
- identify, by name and photograph, classmates absent from school.

Resources

- a clear, close-up photograph of each student and staff member in the class
- cards with the printed name of each student
- a chart with a title '*In School Today*', a chart with a title '*Not at School Today*'

Development

Sing a greeting song that names students and staff members. The teacher takes the photographs and places them face down on a table or on the floor in the centre of a circle, or fans them face down in his/her hand.

In turn, each student picks a photograph, looks around, and places it on the lap of the identified student/staff member. Where appropriate, students can pick out and distribute name cards in the same way, adding them to the correct photograph.

When all those present have been identified, attention is drawn to any photographs that are still face down. Who is absent today? Whose photograph is left? As students or staff members are identified, their photographs and name cards are placed on the '*Not at School Today*' chart. Then each student/staff member places his/her own photograph and name card on the '*In School Today*' chart.

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Progression

- This task can be made more challenging by cutting the photographs in two or three pieces. Can the student identify the person in the photograph by his/her hair or eyes only?
- The name cards can be cut so that the first letter is separated from the rest of the name. Whose name begins with 'N'? Find the rest of the name.

Exemplar 2: Social Personal and Health Education

Myself: Growing and Changing

Topic: New Life

The student will be enabled to

- become aware of new life in the environment through cross-curricular activities
- become aware that he/she is growing
- become aware of changes with growth – physical changes, new skills, new interests.

Resources

- pictures of babies, toddlers, young children, adults, grandparents
- pictures depicting differences in capabilities with age, feeding, walking, etc.
- objects depicting interests at different age levels – toys for a baby, toddler, child
- pictorial/written worksheets – matching people to clothes or toys
- time lines for independence – When I was 1, 2, 3, 4 ...
- pictures of baby animals and their mothers
- bulbs, compost, watering cans, flower pots
- stories with growth as a theme

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Development

Begin the topic by bringing the students for a nature walk, pointing out new growth – flowers, leaves, baby animals. If possible, a trip could be organised to a farm where students can touch or hold some animals. Photographs could be taken to stimulate discussion back in the classroom. Students match the photographs or pictures of the baby animals with their mothers.

Another starting point might be to use a story to stimulate discussion. With very young students a sock puppet could be created to depict the story of *The Very Hungry Caterpillar* who changes into a butterfly. With slightly older students stories, such as *You'll soon grow into them Titch* (Pat Hutchins), might be more appropriate. There are visual subplots in the latter. As the seasons change, a bird builds a nest and raises a family and Mammy's pregnancy progresses so that Titch is not the youngest anymore.

Progression

A centre of interest could be created. A collection could be made, with the assistance of the students, of pictures, photographs and objects that are relevant to physical growth from birth. Photographs of the students in the class at various stages could be displayed, as might a set of baby clothes, a set of clothes that would fit a toddler, and clothes that would fit the students as they are. Shoes worn by students at different ages could be contrasted with shoes for an adult. Students are given opportunities to sequence the photographs correctly.

Exemplar 2: Social Personal and Health Education

Language development

A selection of the following questions may be useful:

- Who is the tallest in your house?
- Who is the smallest?
- Who is the oldest?
- Who is the youngest?
- Have you ever seen a picture of yourself when you were a tiny baby?
- Show me the size you were then? Did you sleep in a bed like the one you sleep in now, when you were a baby? Why not?
- Did you eat with a knife and fork when you were a baby? Why not?
- Did you take a bath or a shower like you do now? Why not?
- Can you curl yourself up small as a baby?
- Can you uncurl and grow and stretch to the big boy or girl you are now?

Follow on activities

With some students it might be appropriate to give them the opportunity to see a mother with her baby, or to use baby dolls to learn how to look after a baby correctly (holding, feeding, etc.).

Integration

Science

Each student will plant bulbs in soil and have the opportunity to water the plants and watch as they grow with the help of sun and water.

Communication and language

Matching and naming the baby animals with their mothers

Sequencing pictures/photographs representing different life cycles (humans, animals)

Visual arts

Creating spring collages, personal time-lines

Exemplar 3: Social Personal and Health Education

Myself: Growing and Changing

Topic: Feelings and Emotions

The student will be enabled to

- identify feelings of anger
- explore appropriate behaviour when feeling angry.

Resources

- pictures/photographs, which clearly depict a range of emotions
- video recordings of popular television serials
- pictures of soap characters from recent publications
- a flipchart and pen

Development

The teacher introduces the session by discussing what makes him/her angry and how he/she feels inside. He/she then elicits from the students words, signs or gestures that describe anger (cross, mad, furious, etc.).

A clear photograph or picture of someone who is angry, sad or afraid is introduced, and questioning is used to see if students can discriminate between anger and other emotions:

- Show me the picture of the angry man/woman.
- How do you know that he/she is angry?
- How do people show that they are angry?
- What do you think could have made this person angry?

An angry face is drawn on the flipchart. Students are asked to list out things that make them angry. The teacher can then illustrate these situations on the flipchart. A discussion can be initiated on inappropriate ways of expressing anger—screaming, tantrums, etc. Where possible, allow students to watch sections of a recorded television programme with which they are all familiar. Discuss the effect an angry outburst has on the different characters. Pause the recording at key moments to allow students to observe facial expressions and body language.

Discuss strategies to cope with anger—talking to someone, walking away, punching a pillow, going for a walk/run, breathing deeply, counting to ten, relaxing, etc.

Differentiation

Open/closed questions, depending on student ability. Non-verbal students could gesture/mime/point to the different photographs while other students might use a wider vocabulary to express differences in behaviour.

Exemplar 3: Social Personal and Health Education

Concluding activity

A relaxation session could be organised—listening to quiet, calming music while lying on individual mats, participating in a yoga session, stretching and relaxing exercises.

Follow-up activities

- Role-playing of appropriate/inappropriate expressions of anger
- Exploring other feelings, such as shock, sadness, fear, disappointment, jealousy
- Visual arts—making faces expressing a range of emotions

Exemplar 4: Social Personal and Health Education

Myself: Taking Care Of My Body (1)

The student will be enabled to

- identify ways of living a healthy life
- keep a record of the efforts he/she makes to live a healthy life.

Resources

Resources to stimulate discussion about a healthy lifestyle, such as

- samples or pictures of healthy food
- pictures/videos of good hygiene practice
- illustrations of forms of exercise/forms of relaxation
- a booklet which will become each student's record of his/her healthy lifestyle.

Development

The students' awareness of how to live a healthy life is built up over a number of sessions, with discussions about how to be healthy in areas such as

- food
- hygiene
- exercise
- relaxation.

Discussion sessions should be backed up with concrete samples, pictorial representation, and active participation. Students keep a daily or weekly record of the efforts they have made to live a healthy lifestyle.

Progression

The lesson could be developed by enabling students to differentiate between healthy and unhealthy practices. Their chart might then include unhealthy things they ate, how they forgot to brush their teeth before going to school, how they chose to take a lift in a car rather than walk, and so on.

Exemplar 4: Social Personal and Health Education

LIVING A HEALTHY LIFE			
DAY/DATE:			
Healthy food I ate today	How I washed and groomed myself today	The exercise I took today	How I relaxed today

Exemplar 5: Social Personal and Health Education

Myself: Taking Care Of My Body (2)

The student will be enabled to

- develop an awareness of the importance of personal hygiene
- identify verbally/by signing at least one reason why personal hygiene is important
- recognise items used in personal hygiene routines and indicate how he/she would use them.

Resources

- personal hygiene products
- magazines
- pictures/photographs outlining the steps involved in various hygiene routines

Development

Step 1: Introduction

Discuss the importance of personal hygiene:

- Health—germs, spreading infection, tooth decay
- Personal appearance—fresh body odour, shining hair, clear skin.

Step 2: Development

Students discuss some personal hygiene routines and outline, with prompting, the steps involved:

- washing hands before eating/touching food/after using the toilet
- brushing teeth
- the importance of frequent showers/baths, paying particular attention to washing hair, hands, underarms, genital area, feet
- the importance of changing clothes often, particularly underwear
- the importance of washing the face (pimples, acne).

Activities

1. Students identify personal hygiene products and match them to particular routines—soap, facecloth, towel, toothbrush, toothpaste, deodorants, talcum powder, shaving lotion, aftershave, shampoo, brush, etc.
2. Students take turns to put picture cards/photographs of different routines in sequence and communicate by pointing to/signing/gesturing/verbalising the steps involved.
3. Students examine magazines for pictures of personal products, which they cut out, with/without assistance, to create a group collage.

Exemplar 5: Social Personal and Health Education

Follow-up activities

Arrange for a dental hygienist to visit the class. Plaque-disclosing tablets may be used to highlight the importance of brushing teeth properly. The importance of flossing and changing toothbrushes regularly may also be covered in this session.

Where feasible and appropriate, students could go on an outing to a chemist/supermarket/shopping centre to locate, examine and purchase personal care products.

Exemplar 6: Social Personal and Health Education

Myself and The Other World: Media Education

The student will be enabled to

- communicate about their favourite toys
- identify the different features of the toys advertised
- make choices based on the information given
- compare the choice made with the choices of other students.

Resources

- video tape of three or four television advertisements for popular toys
- chart paper and coloured paper/markers for making a graph.

Development

This lesson is best suited to the months of November/December when students are bombarded by advertising on television about toys. The students are invited to name one thing they would like to get as a Christmas present and to give reasons for their choice.

The teacher informs the class that she/he has a niece or nephew whom she has to buy a present for and that she/he cannot decide what to buy. The age of the child and, where appropriate, the price range is mentioned, and students are asked to list some possibilities.

The teacher also mentions that this child gets bored very quickly and needs a toy that she can play with for hours and hours without getting bored. This is a difficult concept for many students, as many of the popular toys have very little creative potential, but possession of them confers a certain status. The teacher could ask the students to identify, by signing or verbalising, toys they have at home and which ones they spend most of their time playing with.

The advertisements could then be played and students asked to identify the main features – size, colours, features, and price. Students check to see if the toy is within the set price range. This may require some considerable prompting from the teacher.

Each student could finally give an opinion to the teacher on what should be bought, giving his/her reasons. A graph of the results could be made. Alternatively, a simple survey could be carried out among the younger students in the school to see which toy they would choose. The teacher could note if the students' opinions change during the process, or if they begin to question the relative value of toys at any stage.

Follow-on activities

Students could be given the assignment of finding out from parents/guardians/grandparents about the types of toys they played with as children.

Exemplar 7: Social Personal and Health Education

Myself and Others: Relating To Others

The student will be enabled to

- identify the different ways of greeting friends, family and strangers
- communicate about appropriate/inappropriate greetings.

Resources

- photographs of students' family members
- photographs of popular TV soap characters
- illustrations of appropriate/inappropriate greeting behaviour

Development

The teacher will need to be aware of students' family circumstances, for instance some may have step-parents or no close relatives. If the group has students from different cultural backgrounds the teacher should be aware of cultural norms with regard to greeting behaviour within families.

Students are helped to identify different ways of greeting. These may include kissing, hugging, patting, cuddling, shaking hands, slapping on the back, and verbal greetings. With prompting, students communicate about the different ways each family member greets them. The teacher uses pictures or slides to initiate discussion on appropriate greeting behaviour. She/he may refer to a recent episode of a popular TV soap programme. How do 'family' members greet each other?

Students discuss how they feel about their family's greeting behaviour:

- Does some behaviour make us feel loved and wanted?
- Do some touches make us feel uncomfortable?
- Would you shake hands with very young children, or expect a baby to say 'hello' to you?
- Does it change as you grow older?

Follow-on activities

Students could role-play various greetings (greeting strangers, greeting friends, greeting relations, meeting someone for the first time) or participate in the making of a video of different kinds of greeting behaviour, enabling the teacher and students to revisit the topic. The video could be used to view bodily proximity, voice volume and tone, eye contact, touch and posture, in relation to inappropriate greetings.