

## Strand: Myself

### Strand-Unit: Self-Identity

Lesson	Content Objectives	Lesson Objectives
<b>Self-awareness Lesson 1</b>	<ul style="list-style-type: none"> <li>• discuss and appreciate all the features that make a person special and unique</li> <li>• recognise and record personal preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and say their own name</li> <li>• List physical attributes</li> <li>• Identify personal likes/dislikes</li> </ul>
<b>Self-awareness Lesson 2</b>	<ul style="list-style-type: none"> <li>• recognise and record personal preferences</li> <li>• begin to understand, appreciate and respect personal abilities, skills and talents</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and record personal preferences</li> <li>• Make a bag that represents these preferences</li> <li>• Discuss and appreciate all the features that make a person special and unique through song</li> </ul>
<b>Self-confidence Lesson 1</b>	<ul style="list-style-type: none"> <li>• become more self-reliant and independent</li> </ul>	<ul style="list-style-type: none"> <li>• Taking responsibility for own personal belongings.</li> <li>• Attempting new tasks with courage.</li> </ul>
<b>Self-confidence Lesson 2</b>	<ul style="list-style-type: none"> <li>• begin to learn how to cope with various changes as they occur</li> </ul>	<ul style="list-style-type: none"> <li>• begin to learn how to cope with changes as they occur - moving to a new class/losing a friend</li> </ul>
<b>Making Decisions Lesson 1</b>	<ul style="list-style-type: none"> <li>• identify some everyday choices made by himself/herself and those that are made by others begin to identify easy and hard decisions</li> </ul>	<ul style="list-style-type: none"> <li>• identify some everyday choices made by himself/herself and those that are made by others</li> <li>• begin to identify easy and hard decisions</li> </ul>
<b>Making Decisions Lesson 2</b>	<ul style="list-style-type: none"> <li>• begin to develop some awareness of factors that may influence decisions or choices taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop some awareness of factors that may influence decisions or choices taken</li> <li>• Learn three steps to make a decision</li> </ul>

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### Strand-Unit: Safety and Protection

Lesson	Content Objectives	Lesson Objectives
<b>Personal Safety Lesson 1</b>	<ul style="list-style-type: none"><li>• identify situations and places that are safe and those where personal safety might be at risk</li></ul>	<ul style="list-style-type: none"><li>• identify situations and places that are safe and those where personal safety might be at risk:<ul style="list-style-type: none"><li>a. being in a supervised playground, going on an outing with family</li><li>b. going into unfamiliar places</li><li>c. feeling unsafe with people, being asked to keep a difficult secret (one that causes worry or makes him/her feel uncomfortable)</li></ul></li></ul>
<b>Personal Safety Lesson 2</b>	<ul style="list-style-type: none"><li>• explore appropriate safety strategies</li></ul>	<ul style="list-style-type: none"><li>• explore the following appropriate safety strategies:<ul style="list-style-type: none"><li>a. knowing how and when to seek help, who to ask, people I can trust and tell, not wandering off on his/her own</li><li>b. knowing when to say 'yes' and 'no' to friends or adults in different situations</li><li>c. knowing own name, address and telephone number</li></ul></li></ul>
<b>Safety Issues Lesson 1</b>		
<b>Safety Issues Lesson 2</b>	<ul style="list-style-type: none"><li>• realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents</li><li>• identify some of the substances or things that are put onto the body and their associated functions</li></ul>	<ul style="list-style-type: none"><li>• Identify safe and unsafe icons</li><li>• realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents</li><li>• never touch, taste or smell unknown substances</li><li>• identify some of the substances or things that are put onto the body and their associated functions plasters, ointment, cream or lotions</li></ul>

## Strand: Myself

### Strand-Unit: Taking care of my body

Lesson	Content Objectives	Lesson Objectives
	<ul style="list-style-type: none"><li>• appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well</li></ul>	<ul style="list-style-type: none"><li>• The children will be enabled to: Name the following four activities that help keep our body healthy:<ol style="list-style-type: none"><li>1. Exercise</li><li>2. Sleep/Rest</li><li>3. Diet</li><li>4. Meditation</li></ol></li><li>• Identify the reasons why each activity helps to keep the body healthy.</li></ul>
	<ul style="list-style-type: none"><li>• become aware of the importance of food for growth and development</li><li>• explore food preferences and their role in a balanced die</li></ul>	
	<ul style="list-style-type: none"><li>• become aware of the importance of food for growth and development</li><li>• explore food preferences and their role in a balanced diet</li><li>• discuss and explore some qualities and categories of food</li></ul>	<ul style="list-style-type: none"><li>• discuss and explore some qualities and categories of food: fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, food that comes from animals</li></ul>

## Strand: Myself

### Strand-Unit: Growing and Changing

Lesson	Content Objectives	Lesson Objectives
<b>As I grow I change Lesson 1</b>	<ul style="list-style-type: none"> <li>identify some of the factors that promote growth</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the factors that promote growth: food, love, warmth, exercise, rest, sleep, natural light</li> </ul>
<b>As I grow I change Lesson 2</b>	<ul style="list-style-type: none"> <li>identify some of the factors that promote growth</li> </ul>	<ul style="list-style-type: none"> <li>realise that growth and change are part of the process of life and are unique to each individual:</li> <li>Physical</li> <li>Social</li> <li>Intellectual</li> <li>Spiritual</li> </ul>
<b>Feelings and Emotions Lesson 1</b>	<ul style="list-style-type: none"> <li>name a variety of feelings and talk about situations where these may be experienced</li> <li>explore and discuss occasions that can promote positive feelings in himself/herself</li> </ul>	<ul style="list-style-type: none"> <li>Name the following feelings: happy/sad/angry/excited/surprised/love</li> <li>Link the feelings to facial expressions</li> <li>Identify the concept of our mind/feelings as a 'basket' and the effect of saying kind and unkind things to others.</li> </ul>
<b>Feelings and Emotions Lesson 2</b>	<ul style="list-style-type: none"> <li>appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well</li> <li>explore the variety of ways in which feelings are expressed and coped with</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the mind is like a basket we fill with what we think/say/do</li> <li>Understand that what we think/say/do has either a positive or negative effect on the other persons mind</li> <li>Identify that how someone feels accompanies an action.</li> <li>Do breathing exercises in order to calm and focus mindset.</li> </ul>
<b>New Life Lesson 1</b>	<ul style="list-style-type: none"> <li>become aware of new life and birth in the world</li> <li>develop an awareness of human birth</li> </ul>	<ul style="list-style-type: none"> <li>become aware of new life and birth in the world</li> <li>new growth in springtime</li> <li>baby animals being born</li> </ul>
<b>New Life Lesson 2</b>	<ul style="list-style-type: none"> <li>become aware of new life and birth in the world</li> <li>develop an awareness of human birth</li> </ul>	<ul style="list-style-type: none"> <li>develop an awareness of human birth</li> <li>that a baby grows and is nurtured in the mother's womb until ready to be born.</li> </ul>

## Strand: Myself and Others

### Strand-Unit: Myself and my family

Lesson	Content Objectives	Lesson Objectives
<b>Lesson 1</b>	<ul style="list-style-type: none"><li>• identify and name the people who constitute a family and appreciate that all family units are not the same</li></ul>	<ul style="list-style-type: none"><li>• identify and name the people who constitute a family and appreciate that not all family units are the same; sibling, parent, guardian, grandparent, relative, adoption</li></ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"><li>• explore the things that families do together</li></ul>	<ul style="list-style-type: none"><li>• explore the things that families do together; talking, eating, working, travelling, shopping, playing, participating in leisure activities together</li></ul>

## Strand: Myself and Others

### Strand-Unit: My friends and other people

Lesson	Content Objectives	Lesson Objectives
<b>Lesson 1</b>	<ul style="list-style-type: none"><li>• identify, discuss and appreciate his/her own friends</li><li>• discuss and examine the different aspects of friendship</li><li>• identify and appreciate friends at school and how they can help and care for each other</li></ul>	<ul style="list-style-type: none"><li>• Identify and name the attributes of a friend</li><li>• Sing the song 'Friends'</li><li>• Complete a drama/play-doh creation/picture identifying what is important to them personally in a friendship</li></ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"><li>• identify, discuss and appreciate his/her own friends</li><li>• identify and appreciate friends at school and how they can help and care for each other</li><li>• recognise and explore bullying behaviour, who is involved and the effects on different people</li></ul>	<ul style="list-style-type: none"><li>• Identify what makes a 'good friend'</li><li>• Identify behaviour that is not being a good friend</li><li>• Identify what a child who is experiencing bullying might look/act like</li><li>• Identify ways to help when they notice a child may be being bullied</li></ul>

## Strand: Myself and Others

### Strand-Unit: Relating to others

Lesson	Content Objectives	Lesson Objectives
Relating to others Lesson 1	<ul style="list-style-type: none"><li>• use verbal and non-verbal behaviour to perform social functions</li><li>• practise care and consideration, courtesy and good manners when interacting with others</li></ul>	<ul style="list-style-type: none"><li>• Identify and demonstrate eye contact and listening during a conversation.</li><li>• Identify and demonstrate how to introduce themselves.</li><li>• Identify and demonstrate at least two questions to ask and two pieces of information about themselves when meeting someone.</li></ul>
Relating to others Lesson 2	<ul style="list-style-type: none"><li>• resolve conflicts with others</li></ul>	<ul style="list-style-type: none"><li>• Identify and define a 'mistake'</li><li>• Give examples of mistakes</li><li>• Use technique to correct mistakes</li><li>• Use technique to forgive</li><li>• Understand and use an apology</li></ul>

## Strand: Myself and the Wider World

### Strand-Unit: Developing Citizenship

Lesson	Content Objectives	Lesson Objectives
<b>Living in the local Community Lesson 1</b>	<ul style="list-style-type: none"> <li>recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others</li> </ul>	<ul style="list-style-type: none"> <li>recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others; sports clubs, musicals, charities, libraries, places of religious worship</li> </ul>
<b>Living in the local Community Lesson 2</b>	<ul style="list-style-type: none"> <li>suggest ways of helping other people at home, in school and in the local community</li> </ul>	<ul style="list-style-type: none"> <li>suggest ways of helping other people at home, in school and in the local community</li> <li>being aware that some people in the community may be in need</li> </ul>
<b>Environmental Care Lesson 1</b>	<ul style="list-style-type: none"> <li>appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment.</li> <li>Identify what the 'natural' environment is and its components</li> <li>Identify the difference between the natural and man-made environment</li> <li>Identify their personal favourite part of the natural environment</li> </ul>
<b>Environmental Care Lesson 2</b>	<ul style="list-style-type: none"> <li>appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment</li> <li>Identify how to care for the:               <ol style="list-style-type: none"> <li>Air</li> <li>Earth</li> <li>Water</li> </ol> </li> <li>Commit to one action they will take from now on to care for the environment</li> </ul>



<b>My School Community Lesson 1</b>	<ul style="list-style-type: none"> <li>• recognise the name of his/her own school and the people who contribute to the life of the school</li> <li>• realise that each person is important and has a unique and valuable contribution to make to the class</li> </ul>	<ul style="list-style-type: none"> <li>• Name and identify the members of the school community: students/teachers/principal/secretary/cleaners/caretaker</li> <li>• Name and identify the roles of the members</li> <li>• Sing the song 'School'</li> </ul>
<b>My School Community Lesson 2</b>	<ul style="list-style-type: none"> <li>• recognise the importance of sharing and co-operating and being fair in all activities in the class and school</li> <li>• realise and understand the necessity for adhering to the class and school rules</li> <li>• explore and respect the diversity of children in the class and schools</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain what rules are</li> <li>• Identify reasons for having rules</li> <li>• Identify diversity between students</li> <li>• Identify the difference between a fact and an opinion</li> <li>• Recognise that we must respect difference</li> </ul>

## Strand: Myself and the Wider World

### Strand-Unit: Media Education

Lesson	Content Objectives	Lesson Objectives
<b>Media Education Lesson 1</b>	<ul style="list-style-type: none"> <li>realise that he/she receives information from many different sources</li> <li>identify favourite television programmes, videos and video games and indicate reasons for preference: Favourite TV programmes, Favourite games - (apps/playstation/nintendo/xbox/hide and seek/tag etc), Favourite books</li> <li>begin to use and explore the various kinds of information technology available</li> </ul>	<ul style="list-style-type: none"> <li>realise that he/she receives information from many different sources: pictures, posters, other people, books, newspapers, radio, television, internet</li> <li>identify favourite television programmes, videos and video games and indicate reasons for preference</li> <li>begin to use and explore the various kinds of information technology available</li> </ul>
<b>Media Education Lesson 1</b>	<ul style="list-style-type: none"> <li>begin to explore and talk about the difference between advertisements and programmes</li> </ul>	<ul style="list-style-type: none"> <li>begin to explore and talk about the difference between advertisements and programmes:</li> <li>what is real and imaginary, the content of advertisements and favourite programmes.</li> </ul>