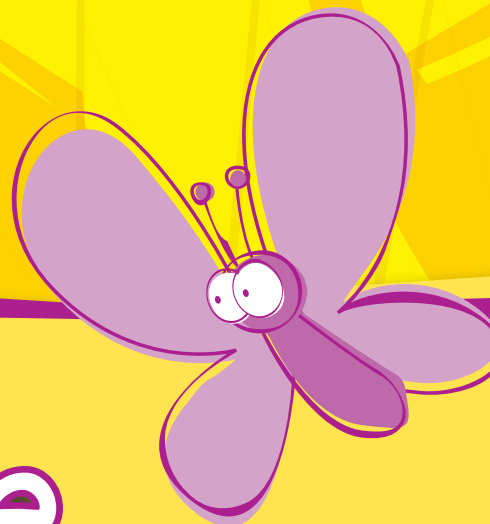




Northern Ireland
Curriculum



Take Care, Be Safe

The main themes of this unit are:

- finding out about how to keep healthy;
- being aware of the people, places and things that may put you at risk; and
- developing greater responsibilities as you grow older.



Key Stage 1

Year 3

Personal Development and Mutual Understanding: Key Stage 1, Year 3

Strand 1: Personal Understanding and Health

Unit 3: Take Care, be Safe

Complementary Unit: Why Should I? 

**living
learning
together**



Teaching approaches

Great Outdoors

Take the learning outdoors. Make opportunities for learning, creating and investigating. Make your own class vegetable plot. Grow onions, potatoes or carrots to use in a hearty stew at harvest time. Children will readily engage when they are able to grow, harvest and see their food being served. Invite a senior citizen from the local community to help you.

Making a Difference

Teachers can create conditions within the classroom that help children with their learning. However, they cannot do everything! A lot of learning takes place outside of school, both in the family structure and in the community.

Remember that you have limits. You can make a difference but you don't make all the difference. Similarly, you cannot do everything and need to stop thinking that this is what you are tasked to do.

Remember there are limits: teachers can influence learning but not determine it.

Finding Out Board

Dedicate an area of free space to a 'Finding Out Board.' During themed learning, ask the children to record what they would like to find out about on post-it notes. Attach them to the board.

Put relevant information on the 'Finding Out Board', for example, the titles of books, leaflets, and website addresses. Encourage the children to seek answers to their questions. Update the information on a regular basis.

The Enterprise Approach

Follow the four R's when creating new ideas and turning them into a reality:

Realising ideas: make the idea of growing things real for the children when they have a real audience and purpose.

Roles: encourage the children to work together to reach agreements.

Risk taking: encourage the children to enjoy the unexpected and the experience of not knowing the outcome.

Responsibility: give the children ownership of the project and encourage them to generate ideas and make decisions.

Key Experiences

in developing strategies of keeping themselves healthy and safe



Building on Foundation Stage

Explore and discuss the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments:

- being aware of how to care for their body in order to keep it healthy and well;
- recognising and practicing basic hygiene skills;
- realising that growth and change are part of the process of life and are unique to each individual;
- exploring appropriate personal safety strategies;
- beginning to realise the importance of road safety;
- understanding that many substances can be dangerous; and
- knowing the safety rules that apply when taking medicines.

Working at Key Stage 1

Strategies and skills for keeping themselves healthy and safe:

- recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene;
- being aware of the stages of human growth and development;
- recognising how responsibilities and relationships change as people grow and develop;
- understanding that medicines are given to make you feel better, but that some drugs are dangerous;
- knowing what to do or whom to seek help from when feeling unsafe;
- being aware of different forms of bullying and developing personal strategies to resist unwanted behaviour;
- knowing about potential dangers and threats in the home and environment; and
- developing simple safety rules and strategies to protect themselves from potentially dangerous situations.

Moving towards Key Stage 2

How to sustain their health, growth and well being and coping safely and efficiently with their environment:

- understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;
- knowing about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances;
- knowing how the body grows and develops;
- being aware of the physical and emotional changes that take place during puberty;
- recognising how responsibilities change as they become older and more independent.
- becoming aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches;
- developing a pro-active and responsible approach;
- knowing where, when and how to seek help; and
- being aware of basic emergency procedures and first aid.

Progress in learning

- I am beginning to predict and understand the consequences of some of my choices.
- I can describe and know why it is important to carry out basic hygiene routines.
- I can identify 'safe' people in my community that I can ask for help.
- I know what I could do if my personal safety was at risk.
- I know what I have to do to make the class/school a safe place for myself and others.
- I can explain why there are rules for safety around medicines.
- I am able to generate options and explain the consequences of each option.
- I can identify, locate and select different sources of information.
- I am beginning to know more about the process of growing from young to old and how peoples' needs change.
- I can tell you how my needs are changing as I grow up.
- I am developing an awareness of and respect for other people's needs.
- I can describe how I could look after myself.
- I can describe a situation where I would need adult help.
- I am getting better at turn-taking and co-operating when working in a group.

Key Stage 1, Year 3

Strand 1: Personal Understanding and Health

Take Care, Be Safe

Learning intention:

Recognise and begin to appreciate a lifestyle that is both healthy and safe.



Learning together

Plan

Decide on what the focus is. In other words, what do you feel the children really need to know about being healthy and keeping safe. Make this central to your teaching and learning. Involve children in this planning process by, for example:

- encouraging them to identify questions they want to explore and problems they want solved;
- making a range of resources available to support their learning; and
- identifying ways in which they can access information (for example, people, places and websites).

Do

Don't follow a rigid plan or sequence of activities. Instead develop, refine and re-invent what is to be learned and experienced depending on where the learning

takes you and what works for you and the children in your class.

- Prioritise a range of activities and share these with the children;
- Share the overall learning intention.
- Make sure to include opportunities to work individually, in pairs and in groups.

Review

Real learning takes place when children are able to recall and re-tell what they have been learning, throughout the process.

- Discuss what they have been learning and ask them where they might use this.
- Encourage them to listen to each other and talk about how things were done.
- Don't forget to challenge their thinking.

Thinking Skills and Personal Capabilities by the end of Key Stage 1

Managing information

Ask more focused questions about the task; clarify purpose and what needs to be done;

Recognise where similar tasks have been done in the past;

Use their own and others' ideas to identify, locate and select various sources of information;

Set goals for their work, break tasks into smaller parts and plan their next steps;

Record information in a variety of formats; and

Begin to identify audience and purpose when communicating.

Thinking, problem solving and decision-making

Show their ability to organise and summarise to show understanding;

Sequence, order and rank information along different dimensions;

Identify similarities and differences by making simple comparisons and connections;

Begin to test predictions and to look for evidence;

Make decisions and generate options;

Suggest possible solutions to problems;

Be systematic and work through the stages in a task;

Explain their methods and opinions, and the reasons for choices and actions; and

Recognise the differences between why, what, where, when and how questions.

Being creative

Show curiosity when approaching new tasks and challenges;

Have experiences with all the senses;

Listen to and share ideas and experiences;

Generate as many ideas as possible, building and combining ideas;

Take time to use the imagination. Enjoy the unexpected, unusual and surprising; and

Experiment and investigate real life issues.

Working with others

Develop further habits of collaborative learning;

Become more adept at turn-taking, sharing and co-operating when working in a group or team;

Decide what needs to be done in a group and take responsibility for aspects of the work;

Show the ability to learn from shared and modelled activities;

Adapt behaviour and language to suit different situations;

Show fairness to others; and

Recognise and respect other people's feelings and ideas.

Self-management

Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved;

Check work routinely for accuracy and precision;

Persist with tasks until an appropriate endpoint, with teacher prompting;

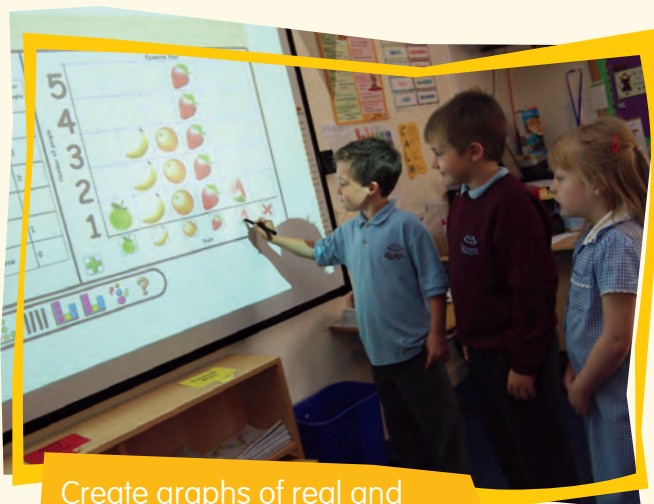
Seek help from other people;

Work towards personal targets identified by teacher; and

Develop an awareness of what they enjoy, what they find difficult, their personal strengths and limitations.

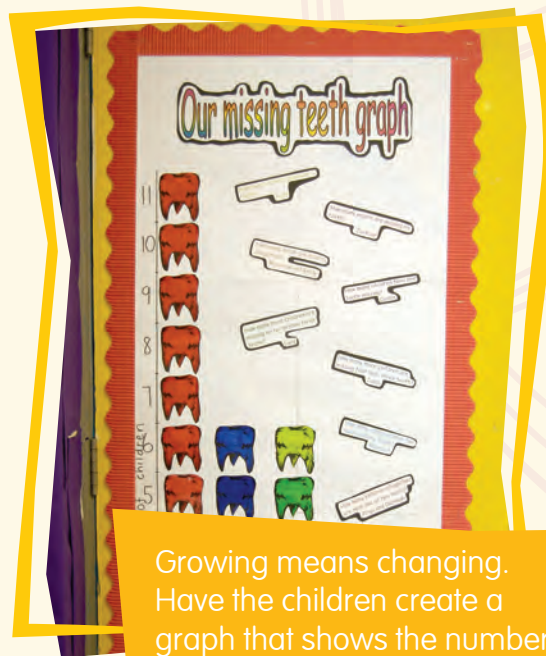
Across the Curriculum: Connecting the learning

Using I.C.T.



Create graphs of real and relevant information that the children have collated.

Using Mathematics



Growing means changing. Have the children create a graph that shows the number of missing teeth.

Thinking Skills and Personal Capabilities



The children experience growing together while learning about food and the local community.

Changing

Words and phrases I will hear and use

Take a risk

Well-being

Dare, danger

Safer

Growing up

Unsafe

Safety

Medicines, pills
and tablets

Research

Roles
Choice

Advertising

Feeling good

Protection

Planning and ideas

Healthy and
unhealthy

Developing

Responsibility
Fact, opinion

Learning activities

Activity 1 Healthy choices

Understanding healthy and not so healthy choices.

Activity 2 Healthy gums and teeth

Recognising the importance of good oral health and general well-being.

Activity 3 Green fingered entrepreneurs

Taking an enterprise approach to growing vegetables.

Activity 4 Risks

Emphasising the importance of personal safety.

Activity 5 People, places and things

Children discuss the safe use of medical drugs.

Activity 6 Rules about medicines

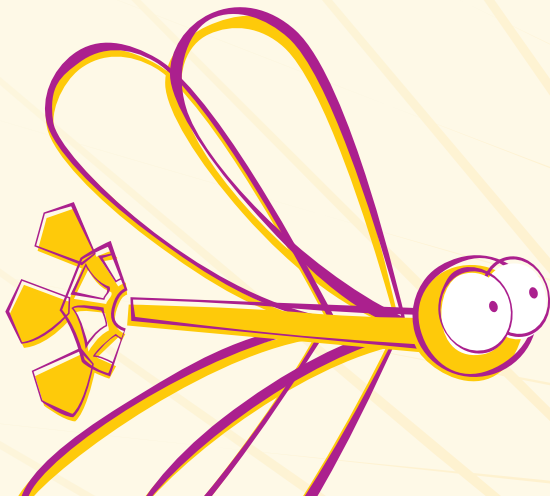
Knowing the rules about the uses and sale of medicines.

Activity 7 I grow and change

Focusing on the range of life changes during their development.

Activity 8 Growing means changing

Recognising that our responsibility for self increases as we grow older.



Learning activity 1: Healthy choices

CORE CONCEPT

Children need to know the many factors that contribute to a healthy lifestyle. This will help them recognise that some of the choices they make may impact on their health and well-being.

SUGGESTED SUCCESS CRITERIA

We will explore what makes us healthy or unhealthy.

We will identify the choices we make and how they impact on our well-being.

POINTS TO NOTE

Before starting this unit, send Resource A: Letter to Parent(s)/Carer(s) to all parents. This will inform them of the activities that will take place and give them ideas of what they could do at home to support their child's learning in this area of the curriculum.

* The 'Draw and Write' method has been adapted from Noreen Whetton, 'Health for Life.'

WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Survey (Resource B)
- Blank pages
- ICT graphing software

WHAT TO DO

- Draw And Write
- Healthy Day
- Survey

Draw And Write

Give two blank pages to each child. On one page have them draw a picture of what they think a healthy person looks like. Ask them to add some words and phrases to describe things the person might do to stay healthy. Next, ask the children to use their other page and to draw a person who is not so healthy. Again, encourage them to add words and phrases to describe things the person might or might not do.



When the children have completed their drawings, invite them to bring their pictures together into an open space (either floor or table) and have a gallery session. First look at all the pictures of healthy people. As a class, discuss any similarities in the pictures, for example references to exercise, rest taken, diet (food and drink), personal hygiene, playing and friends. Encourage the children to think more deeply about all of the aspects of keeping healthy. Talk about the words or slogans that the children may have included on their pictures. Agree on the main characteristics of a healthy person. Collate these responses (perhaps as a pictogram) so that you have a record of what the class perceive to be healthy person.

Next, complete a gallery session for the pictures of the not so healthy person. Discuss any similarities in the children's responses. Collate all the pictures into two booklets called 'Healthy' and 'Not so Healthy.' Display these in the classroom with the characteristics of a healthy person and any healthy messages that the children may already know.

Finally, ask the children to say who they think is responsible for keeping themselves healthy and discuss why.

Healthy Day

Ask the children to recall what a healthy person looks like and how they behave. Next, ask the children to think about all the healthy things they did yesterday, from they woke up until they went to bed. Have them record all their healthy actions in a spiral, zig-zag book or story board format. Encourage them to think about all the things a healthy body needs to function well throughout the day. Also, encourage them to use pictures and key words or phrases. Next, organise the children into pairs and have them share their work with each other. Have them use the following reporting format:

- I know that I am keeping myself healthy when I...
- I know I need to do... more often.
- I know I need to do...less often.

Ask each pair to peer review. Finally, have each child share a healthy goal that they will try to keep. Encourage them to complete the statement, 'I am going to try...'

Survey

Give each child a copy of Resource B: **Survey**. Explain that in this task, they are going to carry out a survey to find out about one aspect of a healthy lifestyle. Have them decide which area they want to investigate, for example the amount of rest taken, the amount of fruit eaten or the number of hours spent watching television. Next, ask the children to design a tally sheet to record the information. Then invite them to carry out the survey and record the information. Have the children design a database to record their information or alternatively use one that you have prepared earlier. Have them enter the information from the tally sheet into the database. Encourage them to decide on the best graphical method to illustrate their data and create a graph. Print off all the graphs and display them in the classroom. Invite the children to discuss their findings and conclusions with each other. Finally, have them use ICT to design a flyer to illustrate the results of their survey. Ask them to share their flyer with their peers, reflect on the process and suggest any improvements.

Extension Work

Research what the children would like to eat at break time to keep healthy. Set up a healthy tuck shop and allow the children to make decisions about:

- what they will sell;
- how they will access the food;
- when and how they will sell it; and
- what they will do with the profits.

Learning activity 2: Healthy gums and teeth

CORE CONCEPT

Good oral health is essential to general well-being.

Early childhood dental hygiene is a key factor in the development of healthy habits to maintain healthy adult teeth.

SUGGESTED SUCCESS CRITERIA

We will recognise and practise basic hygiene skills.

We will know the importance of developing healthy habits.

POINTS TO NOTE

You can get additional information from the Health Promotion Agency website www.healthpromotionagency.org.uk

The local community dentist may also provide advice and guidance for this activity.

Ask the local health centre or dentist to give you tooth care posters.

Amend Resource D: Questionnaire if required.

WHAT YOU NEED

- Copies of Group Challenge (Resource C)
- Magazines and dental leaflets
- Digital camera
- Classroom art materials

WHAT TO DO

- Brush And Floss
- Tooth Care Poster
- Smile Collage

Brush And Floss

Invite a dentist or dental hygienist to come and talk to the children about their work, the importance of good oral health and correct brushing. Have a class discussion about healthy teeth and gums. Share the rules for healthy teeth (see below) with the children and ask them why they should follow them.



Rules for Healthy Teeth	Reason Why
Brush your teeth twice a day	To remove plaque and keep teeth healthy
Floss your teeth every day	To remove plaque and keep teeth healthy
Brush after meals and before bed	To remove food deposits and to remove bacteria before you sleep
Eat a healthy balanced diet and avoid frequent sugary snacks	Sweet sticky foods are especially harmful for teeth because they stick to the teeth and cause decay
Visit your dentist twice a year	A dentist or hygienist can remove the build-up of plaque and tartar, check for cavities and ensure that your whole mouth is healthy
Replace your toothbrush at least every three months	A worn toothbrush is less effective at cleaning than a new one

Ask the children to suggest strategies that they could use at home to ensure they spend enough time brushing their teeth. Examples might include saying a poem or song in their head while brushing, using an egg timer or counting to a certain number.

Tooth Care Poster

Divide the children into small groups and give them a copy of Resource C: **Group Challenge**. Inform the groups that their challenge is to design a tooth care poster. Read through the instructions on Resource C and explain the success criteria. Each poster must include five tips for taking care of your teeth and one super tip that would encourage a young child to brush their teeth in the morning. Tell the children that the poster should be colourful and include at least one picture.

Give groups access to a variety of classroom art materials so they can create their poster. Also, allow them to use the internet to source information and pictures. Advise the children on appropriate websites. Remind them to follow the rules of the challenge and to use Resource C: **Group Challenge** if they forget what they have to do.

In turn, invite each group to share their work with the rest of the class. Talk about their top five tips and ask them to justify their choices. Ask them to read out their super tip and explain why they included this.

Smile Collage

Collect pictures of people smiling from magazines, newspapers and other sources. Cut and glue the pictures together to create a smile collage. Take digital photos of the children smiling to include in the collage. Have children write a small paragraph on a range of tooth-shaped paper about a time they could not help smiling or laughing. Add these as the teeth to the mural. Display the mural as a central piece and arrange the tooth posters (completed in the last activity) around it.

Extension Work

Create a block graph illustrating the amount of teeth lost by each child in class. Read the story 'Iris's Dream' from the Wise Up and Think series of books (CCEA). Talk about what Iris might do with the teeth she collects. You can access support materials for the story at www.niccurriculum.org.uk Follow the links from the Thinking Skills and Personal Capabilities section.

Learning activity 3: Green fingered entrepreneurs

CORE CONCEPT

Inspire children's learning about healthy eating, growth and development by taking the learning outdoors. Allow them to see the link between what they grow and what they eat.

SUGGESTED SUCCESS CRITERION

We will appreciate the importance of food for growth and development.

POINTS TO NOTE

To be able to carry out this activity your class needs access to a small plot of land suitable for planting vegetables.

A local gardener or farmer may be able to help you with this activity and offer gardening knowledge and skills. Ensure that any visitors to the school adhere to the school's Child Protection policy.

There are a number of useful websites including the Royal Horticultural Society's campaign for school gardens. www.rhs.org.uk/schoolgardening

You can also use www.potatoesforschools.org.uk to access information about growing potatoes or www.teachernet.gov.uk/growingschools for useful case studies.

WHAT YOU NEED

- Anything's Possible (CCEA Enterprise Story Sack)

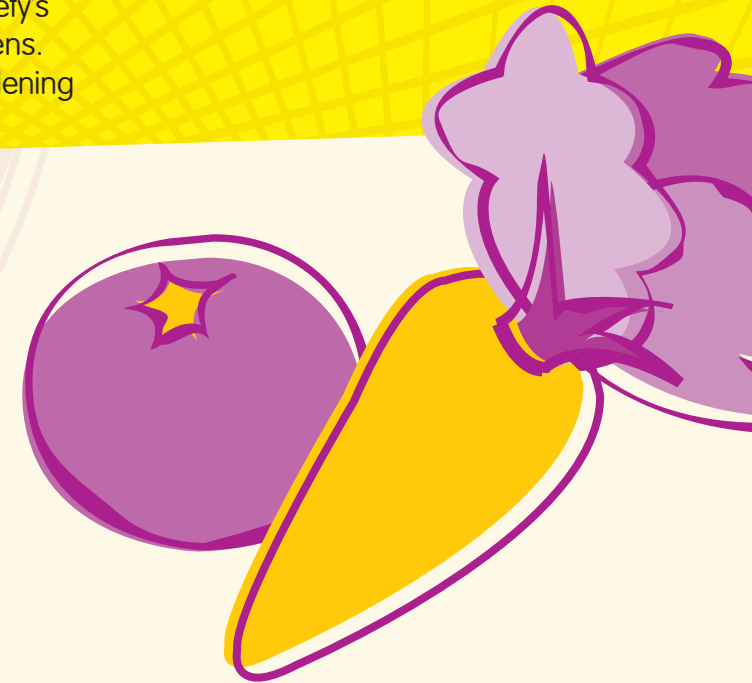
WHAT TO DO

- Anything's Possible

Anything's Possible

Read the story 'Anything's Possible' from CCEA's Enterprise Story Sack. This is a good way to introduce the language and process of enterprise to the children. Talk about what it means to be enterprising. Inform the children that they are going to have their own enterprise to manage. They will plant, grow, harvest and even eat or sell their own vegetables.

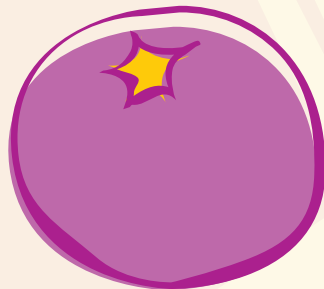
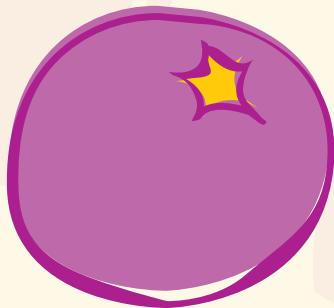
Use the Process of Enterprise below to guide you. Make the process real by engaging with people from the local community. A local farmer's co-operative might help by donating produce for seed or providing advice.



Language of Enterprise	Process of Enterprise
IDEAS	<p>Generate and share ideas on finding out about how to grow vegetables. Value all contributions. Choose the most appropriate ideas through an agreed decision making process.</p> <p>View these early discussions as a learning opportunity that you may come back to at a later stage.</p>
RESEARCH	<p>Decide on the best place for the vegetable plot. Look at the pattern of the sun at different parts of the day and seek advice on whether shade, sun or partial shade is optimum for growth. Take digital photographs of the area at the beginning of the project and at regular intervals to use as a visual diary and to chart progress.</p>
PLANNING	<p>Ask lots of different people for advice about gardening and growing vegetables. For example, send simple questionnaires to the children's homes to find out for example what vegetables parent(s) and or grandparent(s) think would be best to grow. Alternatively, email a question into BBC Radio Ulster 'Gardening Time' to seek professional guidance.</p> <p>Carry out a thought shower exercise with the children to help you identify all the factors that need to be included in the plan of action.</p> <p>As a class, develop a plan of action. Use the following questions to prompt the children's thinking:</p> <ul style="list-style-type: none"> - What do we want to do? - What needs to be done? - Who can do what? - How much time do we have? - What problems might we face? - Do we need money to do this? - Who can help us? - How will we know if it is/was a good idea? <p>Consider issues such as health and safety and the needs of all users of the space.</p> <p>Have the children look at the site for the vegetable plot and then produce sketches of how they want it to look in the future.</p>
ROLES	<p>Agree the roles needed to make the vegetable plot a success. Initially these could be: manager, assistant manager, researchers, finance and advertising.</p>

Learning activity 3: Green fingered entrepreneurs (continued)

Language of Enterprise	Process of Enterprise
FINANCE	As a class, discuss and identify the equipment and resources needed to maintain the vegetable plot. Consider if equipment can be bought, borrowed or donated? Work together to determine how much money the class needs to finance the project and how they can repay the money. Allow the children to present their ideas to staff members, Board of Governors or local businesses. Have the children negotiate this sum of money with the Principal. (This will provide the children with worthwhile experiences on the value of money, borrowing, paying back and best ways of spending).
ADVERTISING	<p>Have the children discuss and agree answers to the following questions:</p> <ul style="list-style-type: none"> - How can we promote our work in the garden? - What will happen the produce? - Will we eat the produce or sell it at a Harvest Fair? - What will we do with the profits? <p>Have the children look at a range of advertisements and use these to help them design ads for their produce.</p>

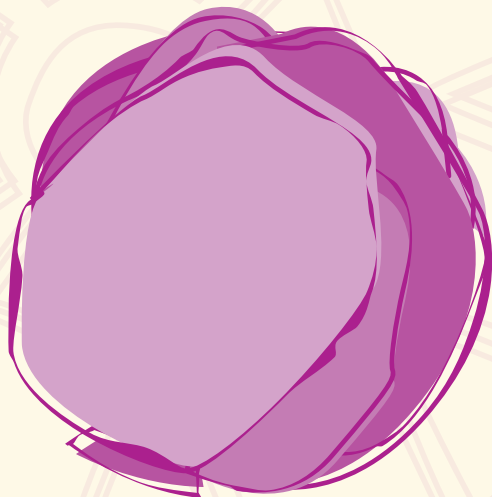


Remember that throughout this project the children will need to:

- listen to others; and
- learn how to give and receive opinions with an awareness of others.

When the project has been completed take time to review the processes and learning that the children have experienced. Ask them the following questions:

- Did we achieve what we set out to do?
- Are you pleased with the end result?
- What would you do differently if you had to do it again?



Learning activity 4: Risks

CORE CONCEPT

Children need to hear personal safety messages on a regular basis, in both the home and in school. For example, they need to know the dangers associated with traffic, water, fire and electricity.

SUGGESTED SUCCESS CRITERIA

We will identify people who are responsible for safety in the community.

We will realise and understand that rules are necessary in order to protect people and keep them safe.

POINTS TO NOTE

Invite a guest speaker to come to the classroom and talk about personal safety. If properly prepared, this visit will provide the children with an opportunity to learn about safety in an interesting way.

Careful preparation for this event will ensure that the children have a good learning experience. Prepare questions in advance and brief the guest speaker beforehand on the children's interests and concerns.

If the guest speaker focuses on a topic of interest, the children engage more with the learning.

WHAT YOU NEED

- ICT word processing software

WHAT TO DO

- A Special Visitor
- Invitation
- Questions
- Preparing For The Event
- Evaluation
- Taking It On Board

A Special Visitor

In this activity, a special visitor(s) will come and talk to the class about personal safety. The special visitor(s) should be able to provide proper advice and strategies to maintain personal safety in a variety of situations.

Have a discussion based planning session with the children to help you prepare for this event. Invite them to think about personal safety and thought shower what they already know. Ask them to think of:

- all the people whose job it is to ensure their safety, for example a police officer, firefighter, ambulance driver and parent/carer; and
- all the places where safety is a real issue for them, for example in the home, at school, crossing a road or at the beach.

Prioritise the children's suggestions.

Invitation

Inform the children that you want to invite a special visitor(s) to the class to talk about personal safety. As a class, agree on who to invite. You could invite a railway station manager to discuss safety on trains, a DoE Road Safety Education officer to talk about road safety or a shopping centre security guard to talk about safety when shopping.

As a class, discuss and agree on the best way to invite the guest speaker(s) to come and talk to the class. Use the following questions to guide the discussion:

- How shall we invite them?
- Should we send the invitation by letter/email/phone call/ in person?
- When will we hold the event?
- What information does the guest speaker(s) need to know?

Have individual pupils design and create an invitation for the special visitor(s). Ask them to include an image on their invitation and to include the following information:

- what the invitation is for;
- who the invitation is from;
- the date of the event;
- the time of the event; and
- the reply details.

Save and print each of the children's invites. Have a gallery session to agree on which invitation to use. Save, print and either post or e-mail the chosen invitation to the guest speaker(s).

Questions

As a class, agree on what question to ask the guest speaker(s). Use the following questions to prompt the children's thinking:

- What do we need to find out?
- What do they do?
- How do they make sure people are safe?
- What do they need to do their job?

Brief the guest speaker(s) before the event to allow them to prepare answers.

Preparing For The Event

Allocate group roles and responsibilities to prepare for the event. Make sure all the children are involved. Have them discuss and agree on answers to the following questions:

Where will we assemble?	Who will meet and greet the guest speaker(s)?	What will we do at the end of the visit?
<ul style="list-style-type: none"> - In the classroom/hall? - Where will the special visitor(s) sit? - Where will we sit? 	<ul style="list-style-type: none"> - Will someone meet them at the door? - Who will bring them to the classroom? - Who will introduce them to the class? 	<ul style="list-style-type: none"> - Who will thank our visitor(s)? - How will we show them that we have enjoyed their visit? - Who will show them the way out?
How will we record the visit?	How will we share the learning?	
<ul style="list-style-type: none"> - Will we use a recorder/ digital camera? - Who will take the photographs? 	<ul style="list-style-type: none"> - How can we tell others about our visit? - Shall we make a display in our classroom? - Could we do a show and tell at assembly? - Do we need to take photographs? 	

Record all decisions and keep a record of the process.

Learning activity 4: Risks (continued)

Evaluation

After the event, hold a discussion session to get feedback from the children. Have them answer the following questions:

- What job did the visitor(s) do?
- What did they tell us about safety?
- What did we learn that was new?
- What would we do differently now?
- Did you enjoy learning this way? Why/Why not?

Taking It On Board

Ask the children to imagine that they are school safety officers. Their job is to carry out a risk assessment of one part of the school. Organise the class into four groups. Allocate one of the following areas to each group:

- classroom;
- cloakroom;
- school grounds; and
- canteen.

Inform the groups that their task is to identify the main dangers in their area and suggest how they could make it safer. Tell them that they should talk to the adult responsible for each area about their safety concerns and ideas for improvement. Have each group prepare a sheet to record their questions and findings. Use the following questions to help guide each group:

Classroom

- What causes most accidents here?
- Are there any school bags on the floor, spillages or passage-ways blocked?

- Why is it dangerous to have bags strewn in passageways between desks, items on the floor, spillages or upturned chairs?
- What can we do to make the classroom a safer place?

Cloakroom

- What causes most accidents here?
- Is everyone checking that his or her shoes laces are tied?
- Is everyone putting his or her coat on properly (arms through sleeves/buttoned/zippered)?
- Is anyone carrying a very heavy or awkward item?
- How can we organise the class line to make sure we enter and leave the classroom more safely?



Canteen

- What causes most accidents here?
- How do the children enter and leave the canteen?
- How do the children behave here?
- What happens when a spillage occurs?
- What does the cook think about safety in the canteen?

School Grounds

- What causes most accidents here?
- How do children behave in the playground and on pathways?
- What are the major dangers here?
- What causes most accidents?
- How can we make the school grounds safer?



Give each group time to carry out their research and analyse their findings. Have them present their findings in graphical form and include ideas about how safety could be improved in their area. Finally, invite them to present their findings to the rest of the class.

Discuss how safety in the classroom and around the school is a **shared responsibility**. Invite the children to suggest ways they can contribute to improving safety in and around the school. As a class, use ICT to create a safety information sheet for a new pupil. Highlight the safe practices in the four areas. Attach the pages together to form a booklet and make staff aware of it by displaying it prominently.

Learning activity 5: People, places and things

CORE CONCEPT

Children need to be aware of their personal safety. They must be able to identify the people, places and things that may be a source of danger to their personal safety. They also need to recognise the people they can talk to if they have a problem.

SUGGESTED SUCCESS CRITERIA

We will identify the people, places and things that may pose a risk to our personal safety.
We will explore appropriate safety strategies.
We will identify choices made and the reasons for choices and action.

POINTS TO NOTE

The active methodologies involved in this activity help children to practise and develop skills and strategies they can use in potentially dangerous situations.

WHAT YOU NEED

- Danger Cards (Resource D)
- Classroom art materials
- Magazines
- Newspapers

WHAT TO DO

- Danger
- Finding A Solution
- Role-play

Danger

Organise the children into small groups. Give each group a copy of Resource D: **Danger Cards**. Ask them to read through the Danger Cards and then talk about any personal situations they may have experienced that are similar to those described on the cards. Next, ask the groups to sort the cards into categories of their own. Alternatively, ask them to sort the cards into the following three categories:

- danger presented by a person;
- danger presented by a place; and
- danger presented by a thing.

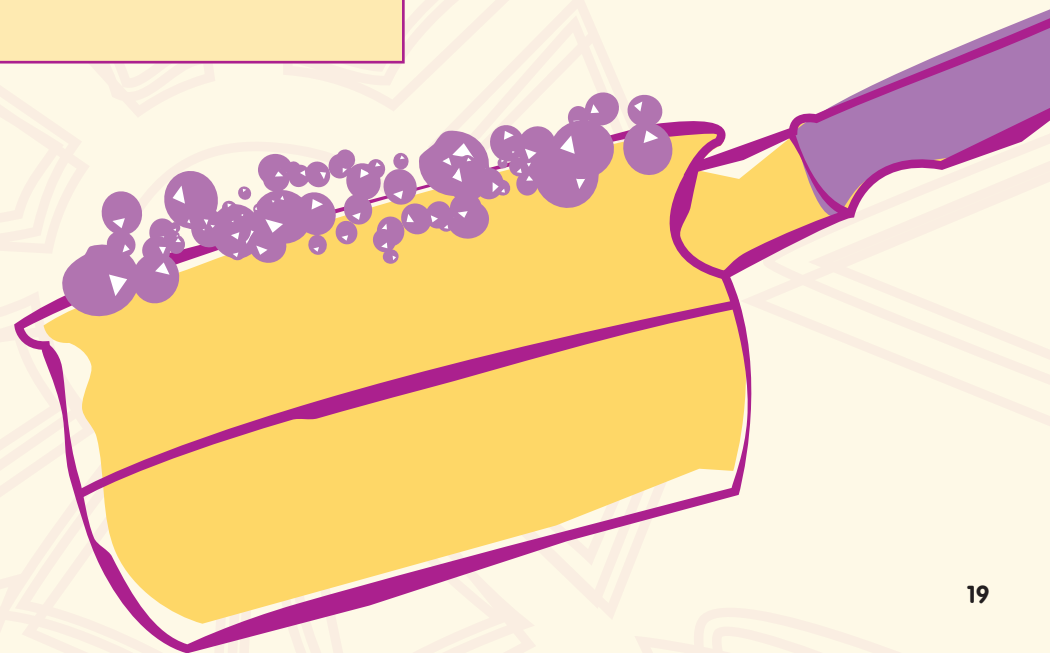
Finally, ask each group to select one card from each category. Invite a member of each group to read their card aloud to the rest of the class. Ask them to explain how personal safety is endangered in this situation and to suggest ways a child might respond to the risk of danger presented.

Finding A Solution

Organise the children into small groups. Have each group choose one of the scenarios below or allocate them one of the scenarios:

What would I do if someone bullied me?	What would I do if I wanted to cross a busy road?
What would I do if I spilled my lunch drink on the floor?	What would I do if I was alone in the kitchen and a pot was 'boiling over'?
What would I do if someone encouraged me to take a risk?	What would I do if there were road works on my way to school and I had to walk a different route?
What would I do if someone dared me to do something dangerous?	What would I do if there was broken glass outside my back door?
What would I do if I was being driven by someone who exceeded the speed limit?	What would I do if the lawn mower was turned on in the garden but the person using it was called to the phone?

Ask each group to create a collage to illustrate their potentially dangerous situation. Give the children access to classroom art materials, magazines and newspapers. Remind the children to show the dangers, the consequences and possible solutions. Encourage them to label their work with appropriate words, for example car crash, speed limit sign, crash scene, ambulance, police, rules and seat belts. When groups have finished their collage, collate their work to form a safety book, or create a wall display that shows potential dangers and how to avoid them.



Learning activity 5: People, places and things (continued)

Role-play

Assign labels or dressing up clothes/hats to volunteers. Ask them to pretend to be people who can help, for example a manager, a security person, a mother with children, a receptionist, a police officer or a person at an information desk. Have them stand in different areas of the room. Place a copy of the following scenarios in a box at the front of the classroom:

<p>You're in the shopping centre with your mum or dad and your big brother. You stop to tie your laces. When you look up your mum or dad is out of sight. You're lost. What are you going to do?</p>	<p>You're in the cinema and you get lost in the crowd. What are you going to do?</p>	<p>You're at a football match and you get lost in the crowd. What are you going to do?</p>	<p>You're at the fairground and you get lost in the crowd. What are you going to do?</p>
<p>You're playing outside your house and a person you don't know drives up in a car and asks you for directions to another road. What do you do?</p>	<p>You're in the park with friends and an adult asks you to leave the group and help him/her find a lost dog. What do you do?</p>		
<p>You are walking home from school with your friends. One friend suggests you take a shortcut through a laneway. Your mum has told you not to go that way. You don't want to disobey her but you don't want to walk home on your own either. What do you do?</p>			

Next, ask a volunteer to pick one of the scenarios and read it aloud to the class. Ask the children to think about the scenario and silently answer the following questions:

- Has this ever happened to me?
- How would I feel in this situation?
- What would I do?
- What might happen next if I did that?
- What other ways are there to solve this problem?

Ask the helper volunteers to think of a solution. Then, invite another child to role-play what they would do in the situation. Encourage them to ask the helper volunteers for information and help.

De-brief the children after each of the scenarios has been role-played. Emphasize that if they get lost in a public place they should look for a responsible adult (one of the helper volunteers) and ask them to help. Be reassuring. Highlight examples where the helper volunteer was confident and assertive and not afraid to make a fuss. Organise the children into pairs. Have them practise answering questions that might be asked if they were lost, for example:

- What is your name?
- How old are you?
- What is your address and telephone number?
- What are your parents called?
- Where did you last see your parent(s)?

As a class, make a list of agreed safety strategies, for example:

Getting Lost – Being Found Rules

- Keep calling loudly, 'Help, I'm lost. Where's my mum/dad?' **Don't panic.**
- Don't go anywhere you don't want to go.
- Stay where there are people around you.
- Look for someone who can help - person in uniform or a mother with children.
- Tell these people you are lost.
- Go to an information/reception desk.
- Tell your name and ask the person in charge to make an announcement on the public address system.

Write the safety strategies out on a chart and revise them regularly.



Learning activity 6: Rules about medicines

CORE CONCEPT

An important aspect of drug education is for children to know the rules about medicines, their use, safe storage and their sale.

SUGGESTED SUCCESS CRITERIA

We will be able to recognise what a medicine looks like.

We will know how to best deal with familiar medicines so that we can stay safe.

POINTS TO NOTE

An alternative way of delivering this activity is to invite a pharmacist to visit the classroom and talk about the rules around medicines. You will need to prepare carefully to ensure the children have a good learning experience. Make sure to brief the visitor beforehand.

The term 'drugs' includes alcohol, tobacco, over the counter and prescribed medication, volatile substances and controlled drugs. Drugs Guidance for Schools in Northern Ireland (see resource section for further details).

WHAT YOU NEED

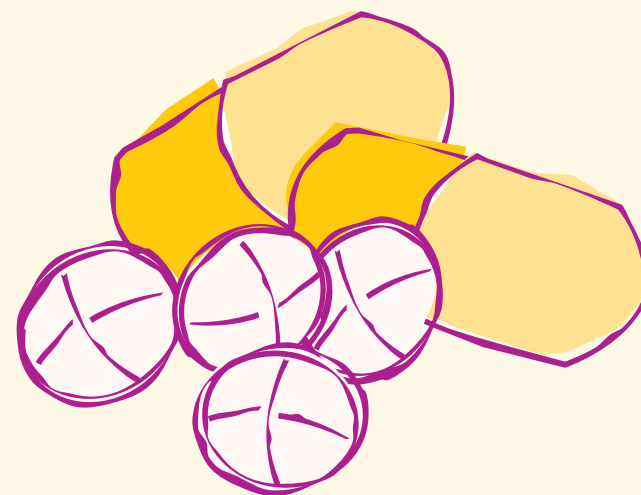
- Medicine Bottle (Resource E)
- The Pharmacist Has to Keep Rules (Resource F)
- Medicines, for example tablet packets, syrup bottles, inhalers, ointments and creams (include some products that the children will be familiar with)
- First Aid Box
- Pharmacy and doctor's surgery props for imaginative play

WHAT TO DO

- Let's Talk
- Role-play The Rules
- The Pharmacist

Let's Talk

Begin by displaying a variety of medicines in a safe space. Ask the children what they can see, what they are for and do they know or recognise any of the medicines shown.



Next, ask them to think about whether medicines are good or bad. Organise the children into pairs and give them time to talk about the question asked. Have a vote on whether medicines are good or bad. Ask the children to stand along an imaginary line with those who think medicines are good standing at one end and those that think they are bad standing at the opposite end. Tell the children that they can stand anywhere along the line to represent how they feel about the question. Ask individual children for reasons about their choice of position. Tell them that medicines are very powerful as they can help cure, treat and heal people from all sorts of pain and sickness. However we have to be very careful about which medicines we take and how much we take. If we do not follow the rules we could be very sick.

Talk about the safe storage of medicines. Show the children the First Aid Box in school. Talk about what is kept inside, where it is stored and the rules that the adults in school have about this box. Write the following question on the board: **If medicines are good why do we have to store them away from young children?** Give the children time to think about this and invite them to suggest answers.

Role-play The Rules

Introduce the rules for safety around medicines:

- **Never take medicines unless they are given to you by your parents, a nurse, a doctor or your safe adult.**
- **Never play with medicines.**
- **Never take more than you are told to take.**
- **Medicines must be stored in a safe place - out of the reach of young children.**
- **Never touch, taste, or take anything you think could be dangerous.**

Talk about the reasons for these rules and display them in the classroom.

Ask for volunteers to role-play the scenarios below:

A group of children are playing. One takes a biscuit tin from the cupboard that is filled with medicines. She starts to play with the contents.	A group of older children approach you and offer you a blue 'sweet' from their hand.
An adult reads from the box, 'take two tablets twice a day'. They think their headache is very sore and decide to take an extra one.	Someone feels sick in school. An adult suggests they take some medicine to make them feel better.

During the role-play encourage the children to say: **No, I won't. That's dangerous, and I need to ask someone first.** Use the following thinking frame to de-brief the children on each scenario:

- What was the situation?
- What are the **options** available?
- What are the **consequences** of each of the options and what would be the safest option to take?



Learning activity 6: Rules about medicines (continued)

Emphasize that you cannot always tell whether something is a medicine or a drug and that people should never take risks with tablets or medicines.

Give each child a copy of Resource E: **Medicine Bottle**.

Ask them to imagine that they are a pharmacist and that the doctor has asked them to prescribe a medicine to a child with a sore ear. Ask them to write important facts that the parents would need to know on the medicine bottle label, for example:

- how to administer the medicine;
- what the medicine should do;
- the rules around the medicine; and
- any other care that they think might be beneficial to the child with the sore ear.

Encourage them to include information and facts learned in the previous activities. Display the medicine bottle labels around the imaginative play corner.



The Pharmacist

Talk about the work of a pharmacist. As a class, find out how many years a person needs to train to become a pharmacist and the important role that the doctor and the pharmacist together have in the community. Set up an imaginative play corner and include the doctor's surgery and the pharmacy. Make sure the children know and understand the rules that the pharmacist has around medicines. Provide props to facilitate their imaginative play. Inform the children of the following facts:

- Most medicines can only be sold to a person who has a doctor's prescription.
- The pharmacist has to give out only the amount of medicine that the doctor says.

- The pharmacist must write instructions on the bottle about when to take the medicine.
- The pharmacist usually sells things in their shop that are not medicines, for example toothbrushes, hair brushes, clips, scrunches, sweets, baby toys, nappies, make-up and perfume. These are not medicines so you do not need a doctor's prescription to buy them.

Give each child a copy of Resource F:
The Pharmacist Has to Keep Rules
and ask them to complete the table.



Learning activity 7: I grow and change

CORE CONCEPT

Throughout their lives children will experience physical, cognitive, social and cultural changes.

By focusing on the changes that they will experience, you can help children learn how to adapt to change and develop self-knowledge and self-esteem.

SUGGESTED SUCCESS CRITERIA

We will realise that growth and change are part of the process of life and are unique to each individual.

We will understand that we need food to grow, be active and maintain health.

POINTS TO NOTE

Be sensitive when measuring the children's growth. Do not give undue attention to any individual's change.

An alternative to this activity is in Interactive Sarah and the Whammi, Unit 1: Family Matters, Task 1.5 Babies and Whammis. You can access this from the Personal Development and Mutual Understanding section of www.nicurriculum.org.uk

WHAT YOU NEED

- Butterfly (Resource G)
- Books and posters illustrating change
- Clothing and footwear of various sizes
- Access to internet and interactive white board

WHAT TO DO

- Centre Of Interest
- Growing And Changing
- We Need Food
- We Need Balance
- Drama

Centre Of Interest

As a class, make a collection of items that illustrate that growing involves change. The collection might include books and posters that illustrate:

- the life cycle of the caterpillar and tadpole;
- changes in farm animals and associated terminology, for example calf and cow or chick and hen;
- photographs of the children, you and other adults as new-born babies, toddlers and now;
- items of clothing and footwear that the children have 'grown out of';
- items of clothing and footwear that the children will 'grow into'.

Encourage the children to talk about how they know they are growing and what do they need to grow and stay healthy. Inform them that at this stage of their development their bones are growing and developing. They need to eat a variety of healthy foods so they get all the nutrients they need to stay healthy.

Growing And Changing

To reinforce the idea that growth is continual at their stage of development, measure and record each child's **height, hand span** and **foot size** at:

- the beginning of the school year;
- the beginning of January; and
- at the end of the summer term.

The children will see how they have grown and will see how rates of growth vary.

We Need Food

Ask the children to bring in empty packaging of foods that they think help them grow. Provide some additional items yourself. Sort the packaging into the major food groups and tell the children about the importance of the different foods. Use the 'Food-a fact of life'

PowerPoint 100 from the British Nutrition Foundation. This is available online at www.foodafactoflife.org.uk

Inform the children of the following food facts:

- Food that helps you **grow (proteins)** are milk, yoghurt, cheese, eggs, fish, meat. These foods are rich in calcium which is needed for healthy bones and teeth.
- Foods that help you to **be active (carbohydrates)** are bread, cereals, potatoes, rice and pasta.
- Foods that help you **maintain health (vitamins and minerals)** are fruit and vegetables.

Have the children complete a round of: I need to eat food so I can...

We Need Balance

Use the 'Make a Balanced Plate' interactive activity from www.foodafactoflife.org.uk (5-7 Resources section). Have the children sort the foods into the correct food group. Alternatively, create a very large circular plate and divide it into the appropriate food group sections (see above website for details). Distribute magazines and ask the children to cut out images of foods that belong to the different food groups. **(When looking at meat, fish and protein section, mention other sources of protein such as eggs, nuts, seeds and beans).** Talk about the largest food group and the smallest group. Ask the

children why they think the plate is divided like this. Talk about foods that we need only a small amount of. Ask the children to think about the drinks they consume and how they might contribute to this section. Remind them to keep fruit juices and squash to mealtimes and drink milk or water only in between meals. Encourage the children to use water bottles to remain hydrated. Remind them to limit their intake of sweets and snacks and to eat them only occasionally. Finally, inform the children that they need to be careful about how much salt they eat. There is no need to add salt to their food.

Drama

Use Resource G: **Butterfly** as a script for this drama activity. Provide an open space for the children. Play background music if you want. Invite the children to sit on the floor comfortably and ask them to relax. Read the script. Take photographs at the different stages of the mime. Afterwards, place the photos in the Centre of Interest with accompanying captions written by the children.

Learning activity 8: Growing means changing

CORE CONCEPT

Throughout their lives children will experience physical, cognitive, social and cultural changes.

By focusing on the changes that they will experience, you can help children learn how to adapt to change and develop self-knowledge and self-esteem.

SUGGESTED SUCCESS CRITERION

We will recognise that the ability to take responsibility for ourselves increases as we grow.

POINTS TO NOTE

Task 1:7 'Busy Morning' from Interactive Sarah and the Whammi is an ideal way to introduce this activity. You can access this from the Personal Development and Mutual Understanding section of www.nicurriculum.org.uk

WHAT YOU NEED

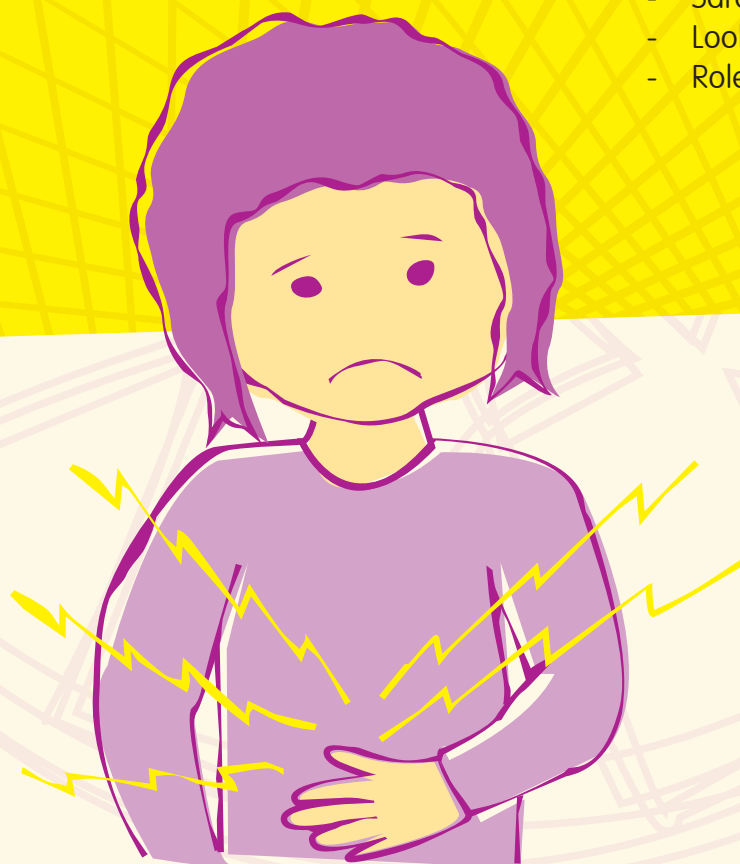
- Sarah's Story (Resource H)
- Growing And Changing (Resource I)
- Role-play Ages
- Access to internet and interactive white board

WHAT TO DO

- Sarah's Story
- Looking At Photographs
- Role-play Ages

Sarah's Story

Read Resource H: **Sarah's Story** aloud to the children. Discuss the story by asking some of the following questions:



- How did Sarah change and grow in the story?
- When you were a new baby, what could you do for yourself? Was there anything you could do for other people? What did others do for you? Who were the people who helped you?
- By the time you were a toddler, what could you do for yourself? What were the things you could do for the other people? What could others do for you? Who are the people who helped you?
- Next year what will you be able to do that you can't do now at home/at school? What would you like to learn how to do?
- Now you are in Primary 3 there are some ways you can help yourself and others. These are called your responsibilities. For example you are old enough to dress yourself in the morning. What other responsibilities do you have now?
- You have responsibilities for younger people too. You can help them to play safely. What other responsibilities do you have? What did others do for you when you were younger? Who were the people who helped you? What were their responsibilities?

Distribute copies of Resource I: **Growing And Changing**. Ask the children to complete the sentences and draw pictures to accompany their work. Collate their work into a book and add to the Centre of Interest, completed in activity 7.

Looking At Photographs

Refer the children to the Centre of Interest display (if appropriate) and focus on the photographs that show individuals as a new born, a toddler and now. Ask the children:

- how have they changed since their new born photo;
- if they look different;
- if they can do more things now; and
- what new things they can do.

Role-play Ages

Ask for three volunteers to stand at the front of the class. Ask each volunteer to adopt one of three roles; a new born baby, a toddler or a five or six year old. Tell the volunteers that they have a problem to solve and that they are to think first then decide and tell the class the solution to the following problems that you will read out.

You are hungry or thirsty...	You have a pain in your tummy...	Prompts to ask the children: <ul style="list-style-type: none"> - How would you feel in this situation if you were a baby/a toddler/the age you are now? - What would you do if you were a baby/a toddler/the age you are now? - What might happen next if you did this? (consequences) - Are there other ways to solve this problem?
You have been caught in a shower of rain and you are wet...	Your hands are dirty...	
The weather has changed and you are cold...	You need a bath...	
The sun is in your eyes...	You have nothing to do...	

When the volunteers have responded to each problem, evaluate their solution. Ask them:

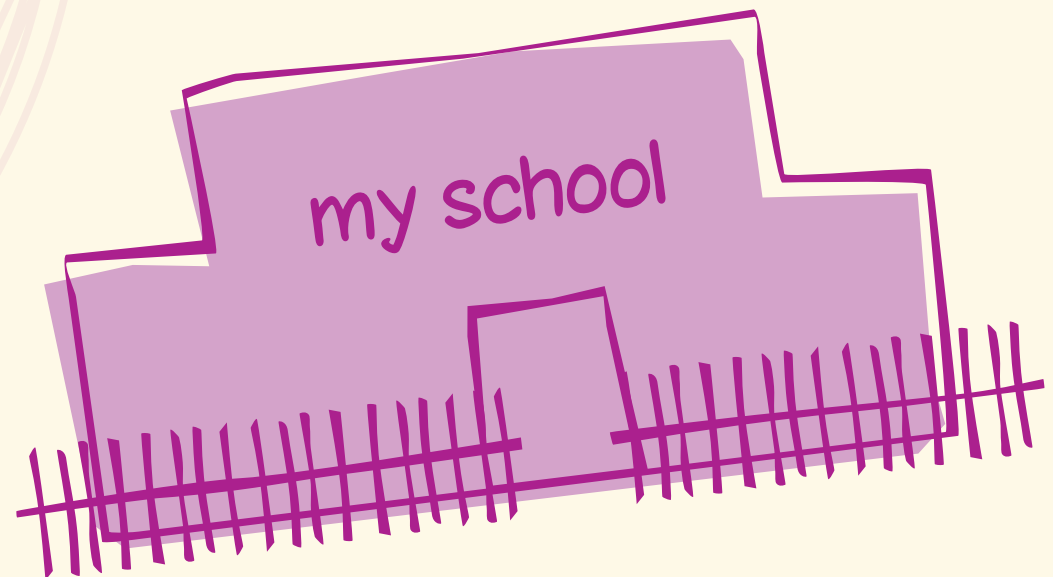
- Was this the best way to solve this problem?
 - What other ways could this problem have been resolved?
 - What stage of development needs the greatest help?
- Does this ever change?

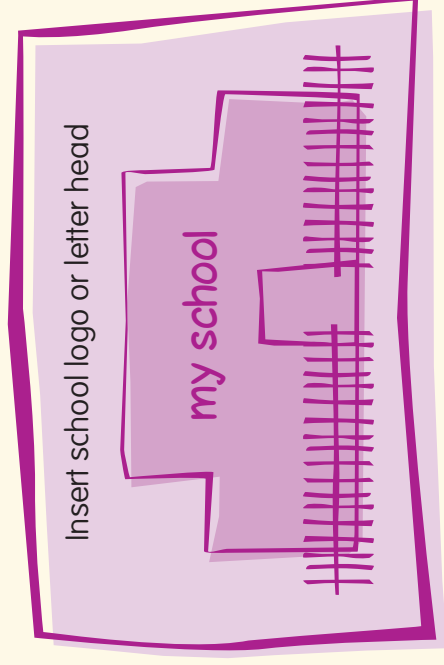
Resource A

Personal Development and Mutual Understanding **Yellow Unit**

Learning activity 1: Healthy choices

Letter to Parent(s) / Carer(s)





Date

Dear Parent(s)/Carer(s)

As part of our programme of learning in the Personal Development and Mutual Understanding area of the curriculum, we will be focusing on developing skills and strategies for keeping healthy and safe.

The aim of this unit of work is to provide children with opportunities to:

- make responsible and healthy choices;
- identify the people, places and things that threaten their personal safety;
- become aware that growth involves change; and
- recognise that growing up brings increased and changing responsibilities for themselves and others.

An important element of this work is that children get similar messages at home and in school. I hope that you will find and take opportunities in everyday situations to help your child recognise different aspects of this work. You can support the learning in a number of ways, for example:

- teaching them that as they grow in size they also grow in many other ways;
- encouraging them to become more independent by looking after their toys, tidying up their toys or helping around the house; and
- talking about what to do if they ever find themselves in an unsafe or dangerous situation.

I will keep in touch with you about other aspects of this learning throughout the school year. A copy of the materials being used is available in school. Please feel free to contact me to discuss these materials, or to talk to me about any concerns that you may have.

Thank you for your co-operation.

Class Teacher

Resource B

Personal Development and Mutual Understanding **Yellow Unit**

Learning activity 1: Healthy choices

Survey



Part 1: carry out a survey on healthy choices

1. Decide what you want to investigate.
2. Design a tally sheet to record the information.
3. Use a database to enter the data.
4. Decide what kind of graph would be the most suitable to present your findings. Create the graph.
5. Label your graph, give it a title, type your name on it, save and print.
6. What can you conclude from your graph?

Part 2: design a flyer to illustrate the findings of your survey

1. Arrange your information to attract the attention of the audience.
2. Include a title.
3. Include any other details you think are important.
4. Save and print a copy of your flyer.
5. Include appropriate graphics to make your flyer as attractive as possible. Try to ensure that it suits the audience.

Resource C

Personal Development and Mutual Understanding **Yellow Unit**

Learning activity 2: Healthy gums and teeth

Group Challenge

Challenge

Your team challenge is to produce a poster.

Purpose

1. To highlight the importance of taking care of your teeth.
2. To know more about taking care of your teeth.

Your poster will be successful if it:

- includes five top tips for taking care of teeth;
- is colourful;
- has at least one picture;
- is easy to read; and
- includes one super tip.

We are doing this to:

- help you understand the importance of looking after your teeth;
- give you the opportunity to work with others; and
- give you the experience of taking on a role and working to a deadline.

You have minutes to complete the challenge. Remember your **working with others skills** are important. Use all the resources available to you. Good Luck!

Resource D

Personal Development and Mutual Understanding **Yellow Unit**

Learning activity 5: People, places and things

Danger Cards



Someone who pushes or kicks you every day in the playground.	<ul style="list-style-type: none"> - Broken glass; - water on the floor; - untied shoe lace; or - unguarded fires. 	<ul style="list-style-type: none"> - Strange dogs; - wasps; - some plants and berries; or - unattended ladders. 	<ul style="list-style-type: none"> - Saw; - scissors; - screw-driver; or - lawn-mower. 	Someone who is careless about his or her belongings.
An unattended kitchen where dinner is being prepared.	An older boy asks you to climb through a wire fence, onto a site. There is a notice that says, 'DANGER - KEEP OUT'.	A bottle of tablets left open.	A friend asks you to go somewhere that your parents say you should never go.	<ul style="list-style-type: none"> - Carving knife; - blender/ liquidiser/mixer; - plugs/sockets; or - iron.
A 'dare-devil'	An unattended bath filled with very hot water.	Someone who dares you to skateboard across the road as a car approaches.	A busy road.	Someone who lets children do jobs which should be done only by adults, for example mowing the lawn/ lighting of fires.
<ul style="list-style-type: none"> - Boiling water; - medicines; shampoos/ detergents; or - household cleaning products. 	Someone who drives a car at 60mph in a 30mph zone.	A building site.		

Resource E

Personal Development and Mutual Understanding **Yellow Unit**

Learning activity 6: Rules about medicines

Medicine Bottle





Pretend you are a pharmacist! You get a letter from a doctor. This is about a drug you have to make up. It is a medicine for a child with a very sore ear. Write instructions on the label about how the child's Mum or Dad must give the medicine.

Resource F

Personal Development and Mutual Understanding **Yellow Unit**

Learning activity 6: Rules about medicines

40

The Pharmacist Has To Keep Rules



Draw six things you can buy
anytime you like in the pharmacy.



1

2

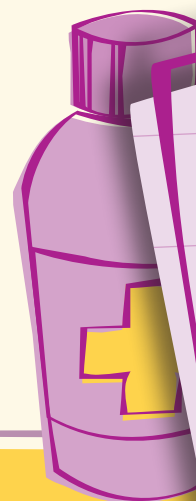
3

4



5

6



Draw one thing that your Mum or Dad can
buy only if they have a letter from a doctor.

Resource G

Personal Development and Mutual Understanding **Yellow Unit**

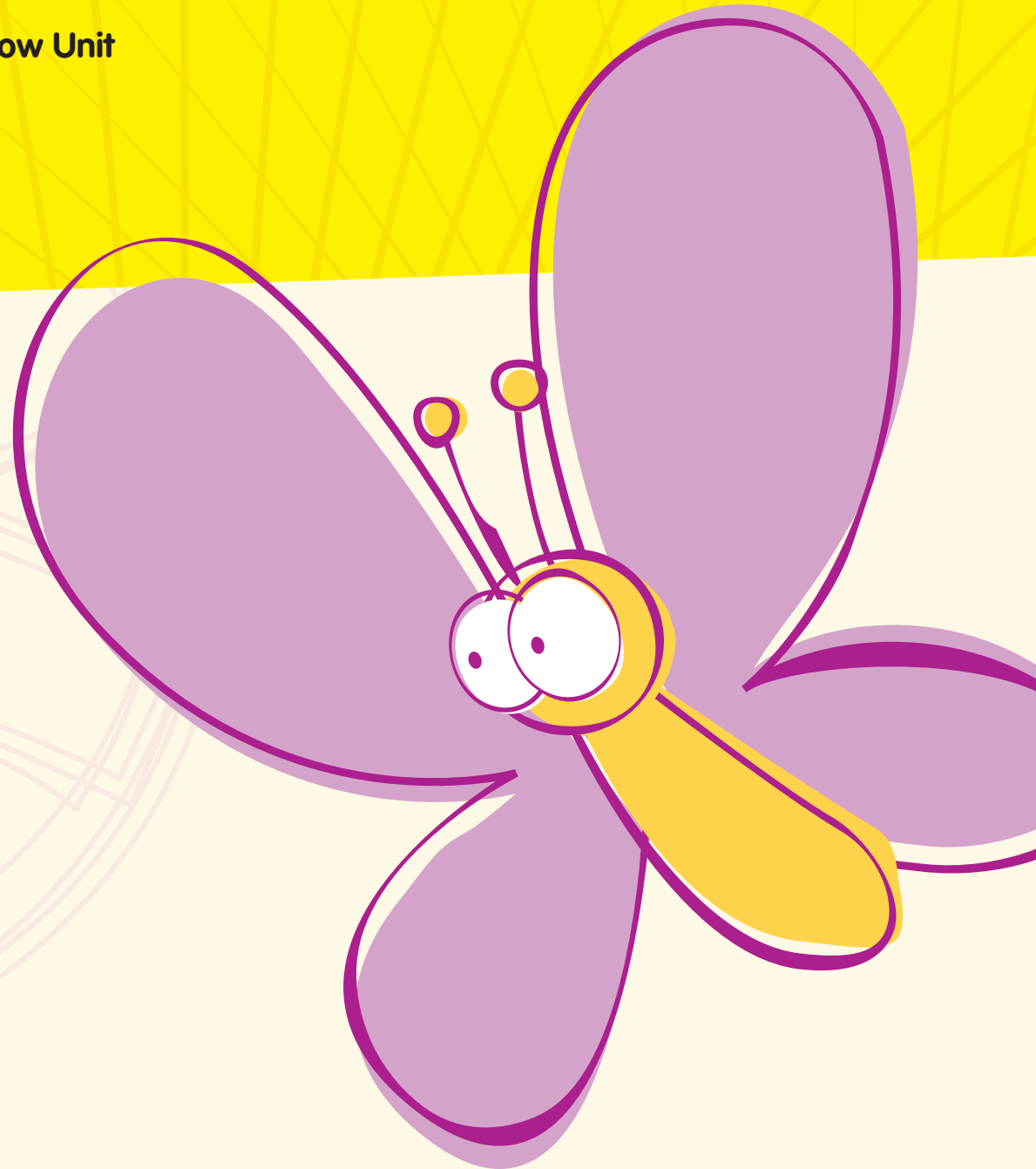
Learning activity 7: I grow and change

Butterfly

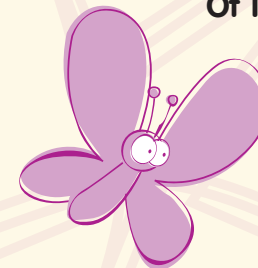
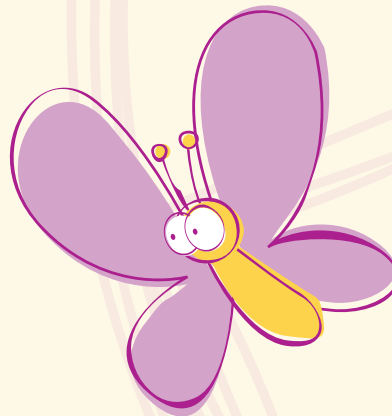
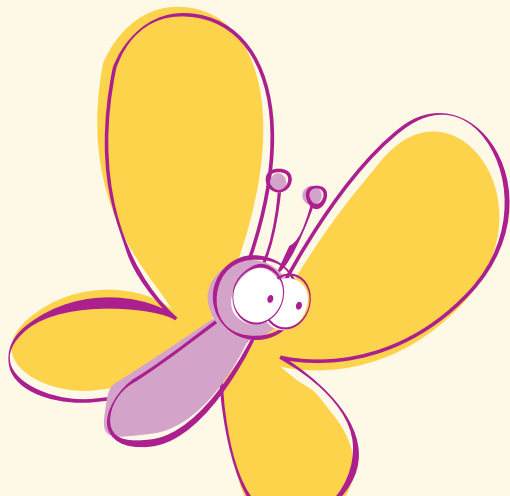
(almost in a whisper)

Listen...Listen...

We know that butterflies lay their eggs on leaves and that larvae hatch out of these eggs. These become little caterpillars. Caterpillars turn into pupae. They **change** and **grow** and become butterflies.



Now imagine..... you are a **miniscule** yellow egg. You can just be seen by the naked eye. Curl up as tight as you can, tuck your head, legs and arms in. Don't worry, you are stuck firmly onto a bright green luscious cabbage leaf...You cannot move. You are very still..... but if you slowly peep your head out and look around you will see that there are many other miniscule yellow eggs around you. They are just like you. Teeny, tiny and still, perched on a bright green luscious cabbage leaf.



But now something is happening... you are beginning to **change**...you are beginning to hatch and soon you have become a **tiny** larva. Start to stretch yourself out flat, long and thin. Slowly you are changing...you are **growing** and **changing** you are becoming a small green caterpillar. Now what are you doing? My goodness you are munching your way through the bright green luscious cabbage leaf...yes, that's what you like to eat and that's what you spend a lot of time doing!... Munch, Munch, Munch. You are **changing** and **growing** and you are beginning to move slowly now. You are able to crawl to another spot on the bright green luscious cabbage leaf. You find a fresh piece of juicy leaf. Munch! Munch! Munch!

My goodness, you are **growing**. You are getting bigger and bigger...Now you are feeling very full and very sleepy...But you have an important job to do before you can settle down to sleep... If you nodded off here a hungry bird might have you for his tea! So crawl mighty caterpillar to a safe space and weave yourself a little tent to sleep safely. You have changed again.....You are now a pupa... .. you are snug and warm and safe...You go to sleep...Shh!

You stay asleep for a long time...And one fine day when you awaken..... you have **changed** again! You are not a pupa anymore. You uncurl yourself out of your tent, you spread your wings open wide and twirl and fly high in the sky. You are now a magnificent, beautiful butterfly!

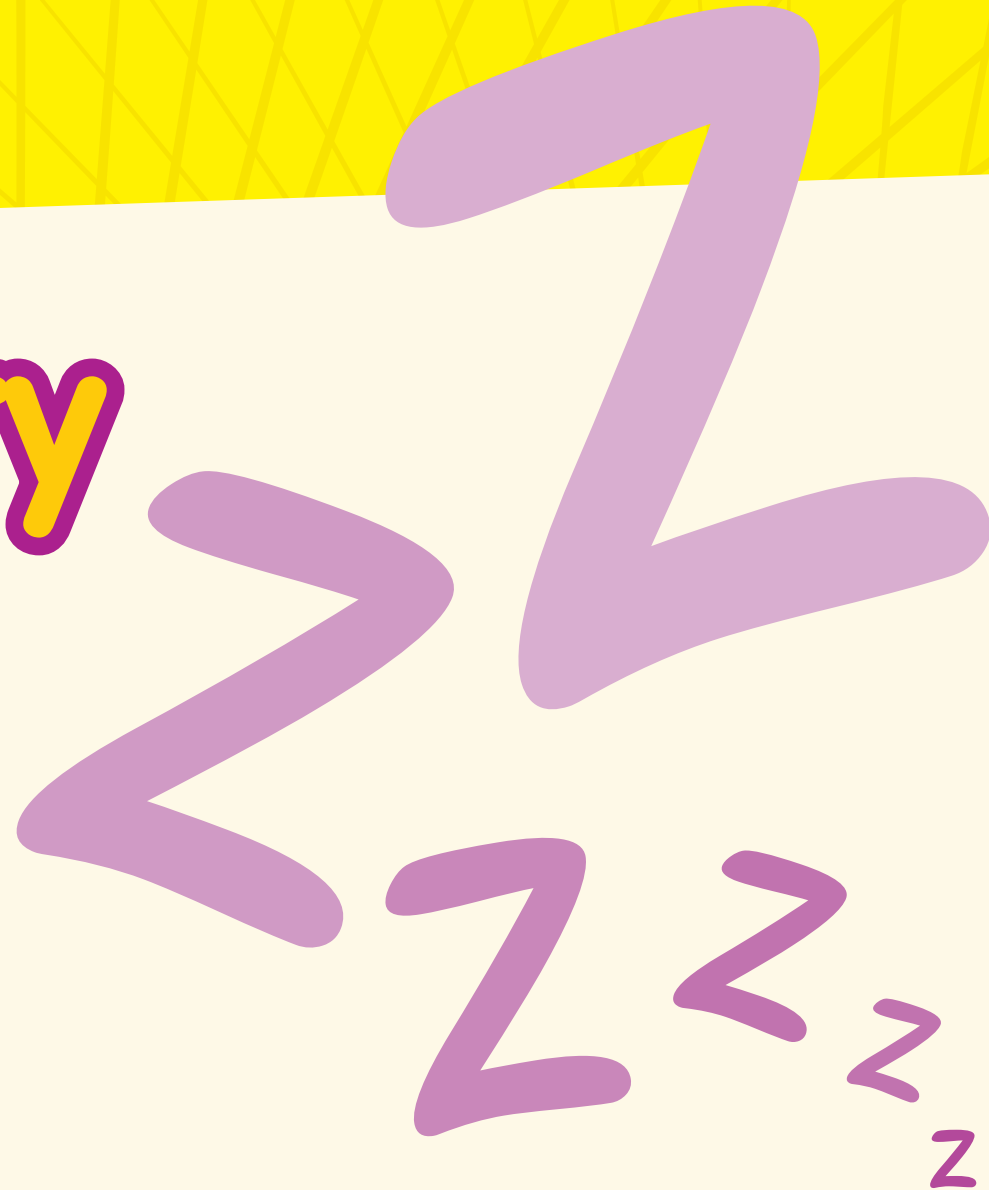
(At this point you could play some music and invite the children to dance for example **The Waltz Of The Flowers** by Tchaikovsky.)

Resource H

Personal Development and Mutual Understanding **Yellow Unit**

Learning activity 8: Growing means changing

Sarah's Story



Sarah is a sensible and grown-up girl. She is in Year Three, just like you are now. But things used to be very **different**. For six years, Sarah was an only child. Then William was born. Her mummy explained to her that she was going to be a 'big sister' and would have to be a 'big help!' But Sarah wasn't used to having anyone to look after. In fact, Sarah wasn't even very good at looking after herself.

When her daddy used to call her in the morning to get ready for school, Sarah just rolled over in the bed and hid under her duvet to play a game. This game was called, 'I want to go back to sleep!' Sarah liked to pretend she was never going to get out of bed. Her mummy had to work very hard to persuade her to get up and get ready in time for school. Do you ever play this game?

Sarah **never** played the game at weekends. At the weekend she loved to get up really early. She liked to jump on top of her mum and dad's bed. Then it was **their** turn to play, 'I want to go back to sleep!' Does this happen where you live too?

One morning, after William was born, Sarah's daddy told her it was time to get up for school. When he came back ten minutes later to find Sarah still under the covers he wasn't pleased. **'Oh Sarah, your mummy and I have enough to do getting the baby fed and changed and dressed! Try and be a bit more helpful!'** he said.

Slowly...very slowly Sarah got out of bed and slowly...very slowly she got dressed. Then she went to see what was for breakfast. **'Before you have your breakfast find your shoes and socks'**, said her daddy. Sarah couldn't remember where her shoes and socks were. Slowly...very slowly she went to look. **'Sarah',** called her mummy, **'It's time to go! Have you washed your teeth and combed your hair?'**

Slowly...very slowly Sarah came back. By the time she found her shoes and socks and washed her teeth and combed her hair they were all late. Nobody was very happy with Sarah. Even William was grumpy. Sarah wasn't very happy either. She missed meeting her friends before school started. And that's the way it went all week.

Resource H (continued)

Daddy had a word with Sarah. **'Really Sarah you're a 'big girl' now and you'll have to be a bit more helpful around the place. You're not the baby any more.'** **'But, I liked being the baby!'** thought Sarah. Things didn't get any better. Mummy spoke to Sarah, **'Sarah, you are nearly seven. You should be able to get out of the bed when you're called and get ready for school in the morning.'**

Then one evening Sarah's Granny rang. **'Would you like to come to stay with me for a little rest from the baby?'** asked Gran. **'I'd love that,'** said Sarah. Granny lived quite near but this was the first time that Sarah would be visiting on her own and staying overnight. Mum helped Sarah pack. She took her little Snow White pyjamas, her toothbrush, toothpaste, and a face cloth. She wore jeans and a jumper and brought a tracksuit as a change of clothes.

Mum gave her a purse with some money inside. Sarah felt very grown up when she got to Granny's. Granny showed her where she would be sleeping. **'I'll put you in your mum's room. She used to sleep in this bed when she lived here.'**

It was lovely. There was a pale green grown-up bed cover and grown-up pillow on the grown-up bed. There were grown-up pictures on the striped grown-up wallpaper. Beside the bed was a grown-up bedside table and on top of that there was an old fashioned alarm clock. **'I love this room'** said Sarah. Granny helped Sarah unpack. They had a grown up tea and watched television. They looked at photographs and Granny told Sarah funny stories about when Sarah's mum had been a little girl. Sarah soon began to feel sleepy. **'I think I'd like to go to bed now,'** she said.

Granny showed Sarah how to set the alarm clock and the next morning Sarah woke up to its cheerful bell. **'That's the secret!'** said Granny, **'Give yourself plenty of time.'** Sarah got ready herself though Granny helped her with her shoe laces. **'It just takes a little bit of practice'**, said Gran. They had a great day! Sarah helped Granny around the house, they went shopping and they baked some bread and scones. That evening they brought the scones over to Sarah's house and had them with jam for tea. **'These are lovely'**, said Daddy. **'I helped make them'**, said Sarah proudly. **'Clever girl!'** replied Daddy.

That night she was back in her own bed. Granny had given her the alarm clock for her room. Daddy set the alarm. The next morning Mummy and Daddy got a pleasant surprise. When Daddy went in to call Sarah, she was up and dressed. All she needed was a little help with her laces. **'I'm so pleased!'** said Mummy.

'How come you are ready on time?' she asked. Sarah showed Mummy the alarm clock that Granny had given her. Mummy laughed and laughed. **'Your Granny bought that for me when I was a little girl and I couldn't get ready in time for school! Imagine she kept it all this time and now it's useful again.'**

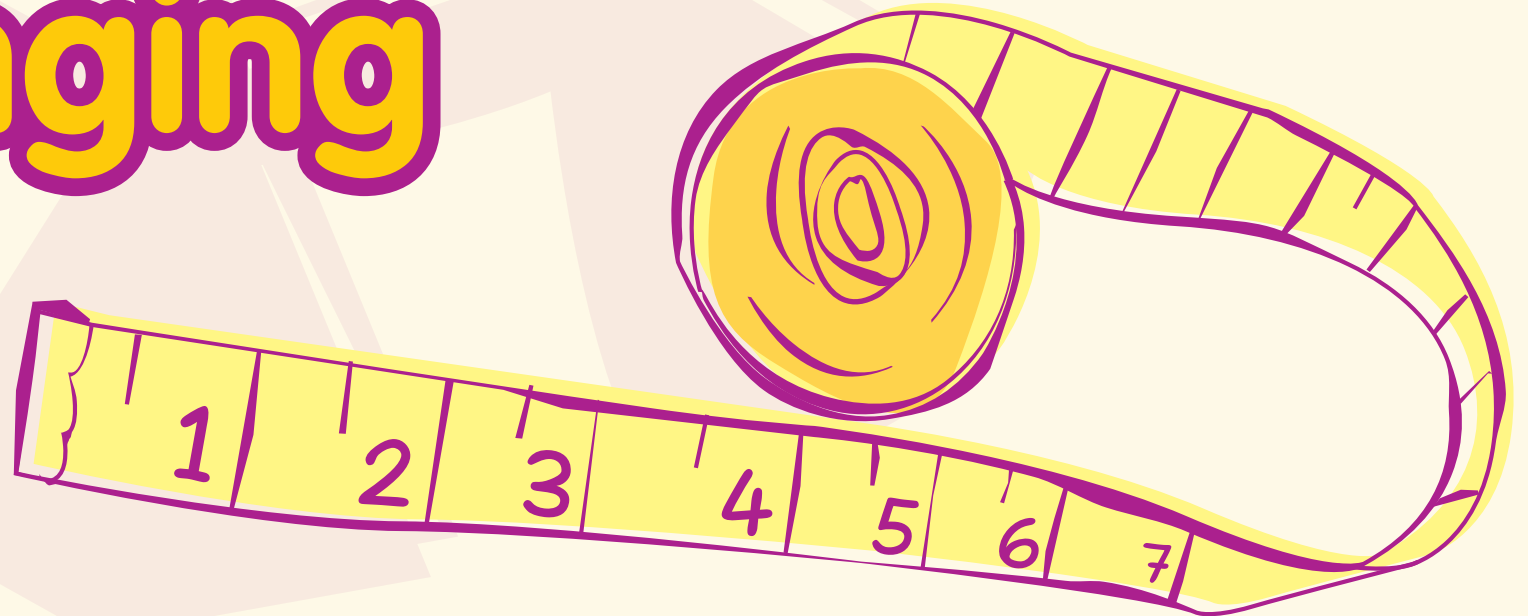


Resource 1

Personal Development and Mutual Understanding **Yellow Unit**

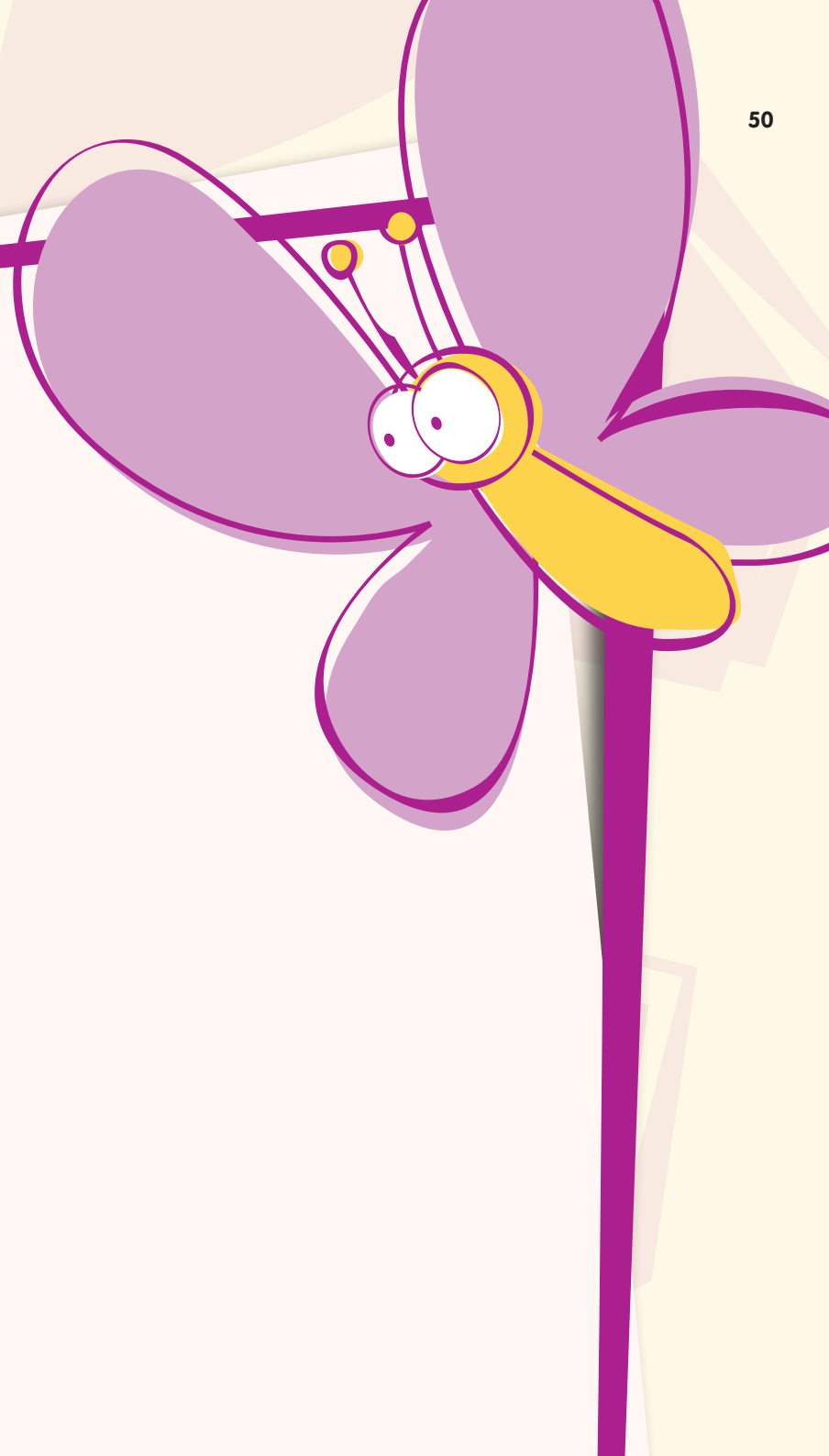
Learning activity 8: Growing means changing

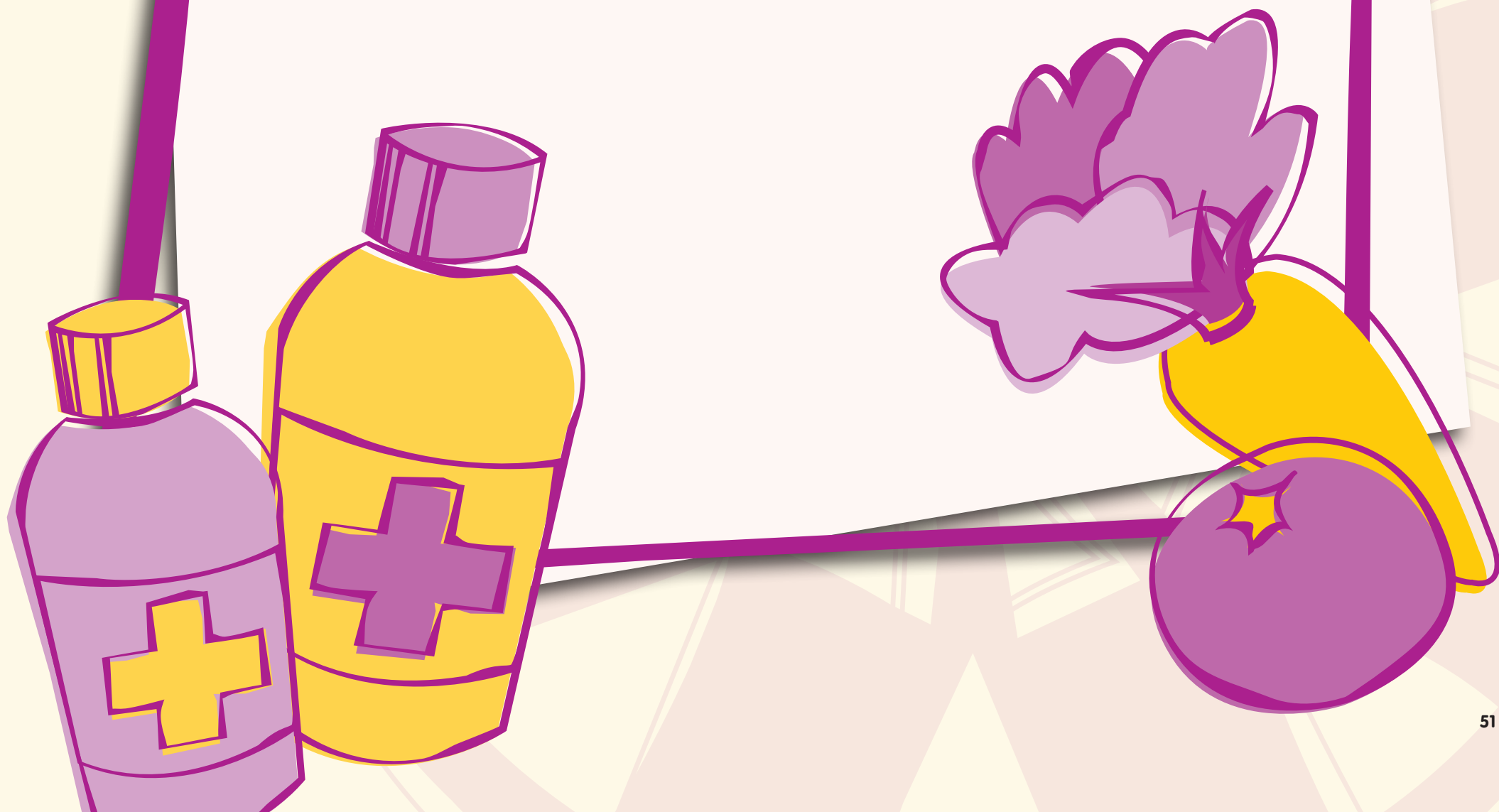
Growing And Changing



<p>When I was I could:</p> <p>.....</p>	<p>When I was I could:</p> <p>.....</p>	<p>Now I am I can:</p> <p>.....</p>
<p>I needed help to:</p> <p>.....</p>	<p>I needed help to:</p> <p>.....</p>	<p>I need help to:</p> <p>.....</p>
<p>The people who helped me were:</p> <p>.....</p>	<p>The people who helped me were:</p> <p>.....</p>	<p>The people who help me are:</p> <p>.....</p>

Notes





Suggested stories

Althea. **How Your Body Works**
(2000 Happy Cat Books)
1899248390

Beaumont, K. **I Like Myself**
(2004 Free Spirit Publishing)
0 15202013 6

Carle, E. **The Very Hungry Caterpillar**
(1994 Philomel Books)
0399226907

Givardi, A and Thompson, R.
The Busy Body Book
(1998 Macmillan) 0333654048

Cooke, T. **So Much**
(2008 Walker Books) 9781406306651

Waddell M. and Dale, P
Once There Were Giants
(1989 Delacorte Press)
0744504848

Doherty, B and Birmingham, C.
The Magical Bicycle
(1996 Picture Lions)
000664614X

Fine, A. **Stranger Danger**
(2005 Journey Stone Creations)
0975870998

Hedderwick, M.
Katie Morag and the Tiresome Ted
(1999 Red Fox) 0099118815

Hutchins, P. **Titch**
(1993 Aladdin)
0689716885

Moon, N. **Something Special**
(1996 Orchard Books)
1860390862

Parry, H.F.
The Shrinking of Treehorn
(1975 Puffin Books) 0140307467

Pluckrose, H. **Keeping Healthy**
(1999 Franklin Watts Ltd)
9780749634667

Suhr, M. **I am Growing**
(1993 Hodder Wayland)
0750209151

Tagholm, S. **The Year I Was Born**
(1992 The Windrush Press)
1874785023

Tullet, H. **The Five Senses**
(2004 Tate Publishing) 1854375814

Suggested further reading

Ideas for Connecting Learning (ICL)
Years 3 and 4, Safe and Sound
(2008 CCEA)

Whetton, N. **Health for Life**
(Ages 4-7, 2000 Nelson Thornes)
0174233876

Anything's Possible
(Enterprise Story Sack,
2006 CCEA) 1 90494908 8

Weir, L. **Iris's Dream**
(Wise Up and Th!nk series, 2007 CCEA)

Suggested additional resources

Interactive Internet and online
safety website
www.thinkyouknow.co.uk/5-7

Interactive Sarah and the Whammi
(2008 CCEA)
www.nicurriculum.org.uk
(follow links from Personal Development
and Mutual Understanding section)

National Children's Bureau
www.ncb.org.uk
Information on many aspects of children's
personal, social, health and citizenship
education. Search for PSHE.

Nutrition Foundation website
www.foodafactoflife.org.uk/

PSHE Subject Association website:
www.pshe-association.org.uk

Road Safety website
www.3mstreetwise.co.uk

Drugs: Guidance for Schools
in Northern Ireland
www.deni.gov.uk
Search: Drugs;
Drugs: Guidance for Schools



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Rewarding Learning