



AN ROINN OIDEACHAIS
AGUS EOLAÍOCHTA

SOCIAL, PERSONAL & HEALTH EDUCATION

Junior Certificate

GUIDELINES FOR TEACHERS

THESE GUIDELINES

- *aims*
- *rationale for SPHE*

PLANNING AND CO-ORDINATING AN SPHE PROGRAMME IN SCHOOL

- *sample programmes*
- *suggested programme outlines*

METHODOLOGIES FOR SPHE

- *strategies and examples*
- *the teacher and SPHE*

TEACHING THE MODULES

- *the learning environment*
- *ten modules included*

ASSESSMENT

- *how to assess in SPHE*
- *assessment for learning*

PLUS

*helpful hints,
the SPHE classroom,
and much more...*

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*I*ntroduction to the guidelines



INTRODUCTION

The SPHE curriculum is an enabling curriculum – its purpose is to offer a framework around which a school can build an SPHE programme at junior cycle. The introduction to the SPHE curriculum sets out the aims of SPHE and the role of an SPHE programme in the education of adolescents and in the context of a second-level school. The curriculum framework itself is divided into ten modules, each of which is revisited in each of the three years of junior cycle. Topics to be covered are listed, and the aims for each topic are set out.

These draft guidelines are designed to support teachers in implementing the SPHE curriculum in the classroom and in designing teaching and learning that will meet the overall aims of SPHE and the particular objectives associated with each topic.

These guidelines are issued in draft form. It is envisaged that the experience of implementing SPHE in schools and classrooms over the period of its introduction can be integrated into the guidelines in their final form.

*R*ationale and aims



A RATIONALE FOR SPHE

A more extended introduction to SPHE can be found in the SPHE curriculum

It is clear that the aims of Irish education arise out of a commitment to the holistic development of the person, a multi-dimensional vision of society and a recognition of the complexity and richness of the relationship between the individual and his/her local, national and global communities:

- to foster an understanding and critical appreciation of the values - moral, spiritual, religious, social and cultural - which have been distinctive in shaping Irish society and which have been traditionally accorded respect in society
- to nurture a sense of personal identity, self-esteem and awareness of one's particular abilities, aptitudes and limitations, combined with a respect for the rights and beliefs of others
- to promote quality and equality for all, including those who are disadvantaged, through economic, social, physical and mental factors, in the development of their full educational potential
- to develop intellectual skills combined with a spirit of enquiry and the capacity to analyse issues critically and constructively
- to develop expressive, creative and artistic abilities to the individual's full capacity
- to foster a spirit of self-reliance, innovation, initiative and imagination
- to promote physical and emotional health and well being
- to provide students with the necessary education and training to support the country's economic development and to enable them to make their contribution to society in an effective way
- to create tolerant, caring and politically aware members of society

- to ensure that Ireland's young people acquire a keen awareness of their national and European heritage and identity, coupled with a global awareness and a respect and care for the environment.

(Charting our Education Future, p.10)

It follows that education in support of personal, social and health development will be a part of an education process which seeks to fulfil this holistic aim. The holistic aim of education is complemented by a similarly holistic view of health. The tendency to understand health as simply the absence of illness and disease has been replaced by a multi-dimensional and more dynamic view. Physical health is one element, but it cannot be considered in isolation from emotional, mental, spiritual, social, and sexual health. Emotional health involves the ability to recognise and express feelings. Mental health is associated with the ability to think and make judgements. Spiritual health involves integration of many dimensions of life and the ability to put moral and/or religious beliefs into practise. Social health is concerned with integration into a web of relationships and sexual health is the acceptance of and expression of sexuality. As a time of transition, adolescence makes great demands on health in all its aspects - aspects addressed throughout the SPHE curriculum.

Social, Personal and Health Education is not the only aspect of the curriculum which is health promoting. Other subject areas, the whole school climate, the quality of teaching and learning and the quality of school and classroom relationships also contribute to the health of the school community. However, Social, Personal and Health Education programme provides students with dedicated time and space to develop the skills and competencies to learn about themselves and care for themselves and others and to make informed decisions about their health, personal lives and social development.

There is a growing recognition that the Social, Personal and Health Education offered to our young people is as important as any other area of the curriculum. Indeed, personal and social development is a pre-requisite for successful learning; a young person who has a high degree of self worth, a sense of security and a positive self image will be more pre-disposed to school life and to the variety of learning situations it offers.

Support from the Board of Management, from the wider community and in particular from parents, will be necessary for the successful implementation of a school's programme of SPHE.

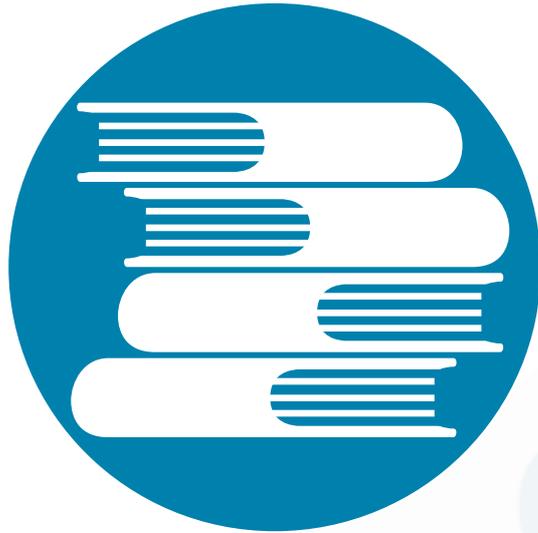
With such support, students can be enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions which respect their own dignity and the dignity of others.

THE AIMS OF SPHE

Building on the aims of SPHE in the primary school,
at post-primary level SPHE aims

- to enable the students to develop personal and social skills
- to promote self-esteem and self-confidence
- to enable the students to develop a framework for responsible decision making
 - to provide opportunities for reflection and discussion
 - to promote physical, mental and emotional health and well being

*P*lanning and co-ordinating a social, personal and health education programme



PLANNING AND CO-ORDINATING SOCIAL, PERSONAL AND HEALTH EDUCATION IN JUNIOR CYCLE

The outline which follows offers schools a flexible framework within which schools can plan for the SPHE programme most suitable for the students and the school. A planning process is essential to the success of an SPHE programme in school. Such a process allows for consideration to be given to the needs of the students, the availability of staff and resources and the relationship between an SPHE programme and the rest of the junior cycle curriculum.

Ideally, planning should be led by a member of staff who is designated as the SPHE co-ordinator. When such designation is not possible, staff developing and teaching SPHE will still need to come together for meetings, planning and evaluation. Such meetings can also serve as a useful support for teachers.

The planning and co-ordination process should address the following:

COHERENCE

The three-year programme should draw the various modules together in a coherent way and should ensure a balanced coverage of the themes and topics within the modules. Modules may contain topics or aims, which are common to other modules in the three-year programme. Such an overlap is essential to an integrated and holistic programme; topics and skills should be revisited often under different

headings and from a variety of perspectives within a spiral and developmental programme.

Planning can help to avoid omissions, which can result from a hit-and miss approach, and in duplication which is confusing for students. A coherent programme can also ensure that SPHE is not based on once off treatment of issues as problems or crises arise.

It is important that the development of the programme also includes teachers of other subjects, especially teachers of Religious Education, Civic, Social and Political Education, Home Economics and Science where similar topics are covered. In this way, unnecessary repetition is avoided and best use can be made of SPHE time.

ALLOCATING TIME TO A TOPIC

The topics contained within each module are outlined and the aims and outcomes indicated. Not every topic would take a whole class period; other topics may require a number of class periods.

ORDERING THE MODULES

Schools or teachers may order the modules according to school or class needs and circumstances. It is strongly recommended that the modules on friendship and relationships and sexuality be closely linked.

RELATIONSHIPS AND SEXUALITY EDUCATION

Planning for relationships and sexuality education should be undertaken in the light of school policy in this area.

ASSESSMENT

The planning process should focus on how student achievement in SPHE could be assessed and rewarded. It should also plan for reporting to parents on student progress in SPHE over the three years of junior cycle.

WHOLE SCHOOL IMPLICATIONS

Because of the whole school aspects of Social, Personal and Health Education set out in the syllabus document, it is vital that the SPHE programme should inform and be informed by other aspects of school life, such as the bullying policy and the drugs and smoking policy for example. The board of management, principal, staff and parents should be kept briefed on the development and implementation of the programme. The active support of the principal is a prerequisite for the implementation of a successful SPHE programme in a school.

REVIEW

The planning process should include a review strategy indicating how issues, which arise during the implementation of the programme, may be addressed. It should also set out when and how an evaluation of the programme can be undertaken. Evaluation should include the principal staff, parents and students.

Such evaluation might use the following checklist:

Relevance: Is the programme serving the overall aims of SPHE as well as meeting the needs, interests and concerns of the learners?

Effectiveness: Is the programme achieving what is set out to achieve?

Teaching and Learning: Are appropriate methods being used for the group in question?

SAMPLE SPHE PROGRAMMES

Two sample programmes are presented here. Sample A was prepared by teachers for a large co-educational school in an urban setting. Sample B was drawn up by teachers working in a single-sex school in a small town.

These samples highlight that:

- the SPHE programme must take account of the particular needs of the school and the students;
- the programme must be sensitive to the dynamics of the school year.

In addition, a planning template is included for use by schools and teachers.

SAMPLE PROGRAMME A

PREPARED FOR A LARGE CO-ED URBAN SCHOOL

SUGGESTED PROGRAMME OUTLINE
FIRST YEAR

	Module	Topic
September – December	Belonging and Integrating	<ul style="list-style-type: none"> • Joining a new group • Coping with change
	Self-Management	<ul style="list-style-type: none"> • Organising myself • Organising my work at home and in school • Balance in my life
	Physical Health	<ul style="list-style-type: none"> • Exercise
	Communication Skills	<ul style="list-style-type: none"> • Learning to listen • Express yourself
	Personal Safety	<ul style="list-style-type: none"> • Looking after myself • Fire drill • Road Safety
	Belonging and Integrating	<ul style="list-style-type: none"> • Appreciating difference • Bullying is everyone's business
	Friendship	<ul style="list-style-type: none"> • Making new friends
	Influences and Decisions	<ul style="list-style-type: none"> • My heroes
January – March	Emotional Health	<ul style="list-style-type: none"> • Recognise feelings • Respecting my feelings and the feelings of others
	Friendship	<ul style="list-style-type: none"> • A good friend
	Relationships and Sexuality Education	<ul style="list-style-type: none"> • Me as unique and different • Friendship • Changes at adolescence • Reproductive system • Images of male and female • Respecting myself and others
	Physical Health	<ul style="list-style-type: none"> • Body care • Healthy eating
April – June	Substance Use	<ul style="list-style-type: none"> • Why use drugs? • Smoking: why, why not? • Alcohol • Solvents
	Influences and Decisions	<ul style="list-style-type: none"> • My heroes, significant influences
	Communication Skills	<ul style="list-style-type: none"> • Passive, aggressive and assertive communication
	Self-management	<ul style="list-style-type: none"> • Teamwork
	Personal Safety	<ul style="list-style-type: none"> • Looking after myself
	Self-Management	<ul style="list-style-type: none"> • Organising myself

SUGGESTED PROGRAMME OUTLINE SECOND YEAR

September – December	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Looking back, looking forward
	Substance Use	<ul style="list-style-type: none"> • The effects of drugs • Alcohol and its effects • Alcohol: why/why not? • Cannabis and its effects • Cannabis: why/why not?
	Friendship	<ul style="list-style-type: none"> • The changing nature of friendship
	Belonging and integrating	<ul style="list-style-type: none"> • Group work
	Relationships and Sexuality	<ul style="list-style-type: none"> • From conception to birth
	Self-management: a sense of purpose	<ul style="list-style-type: none"> • What motivates me? • Study skills

January – March	Module	Topic
	Influences and Decisions	<ul style="list-style-type: none"> • Positive and negative influences • Making decisions
	Emotional Health	<ul style="list-style-type: none"> • Self-confidence • Body image
	Relationships and Sexuality	<ul style="list-style-type: none"> • Peer pressure and other influences • Managing relationships
	Physical Health	<ul style="list-style-type: none"> • Body care and body image
	Relationships and Sexuality	<ul style="list-style-type: none"> • Recognising and expressing feelings and emotions

April – June	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Family ties
	Communication Skills	<ul style="list-style-type: none"> • Assertive communication
	Personal Safety	<ul style="list-style-type: none"> • Feeling threatened

SUGGESTED PROGRAMME OUTLINE THIRD YEAR

September – December	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Goal setting for third year work contract
	Self-Management	<ul style="list-style-type: none"> • Organising my time • Planning for effective study
	Physical Health	<ul style="list-style-type: none"> • Physical exercise • Diet
	Personal Safety	<ul style="list-style-type: none"> • Recognising unsafe situations • Violence
	Emotional Health	<ul style="list-style-type: none"> • Feelings and moods
	Substance Use	<ul style="list-style-type: none"> • Ecstasy – the realities • Heroin – the realities
	Friendships	<ul style="list-style-type: none"> • Boyfriends and girlfriends
January – March	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Work contract reviewed
	Emotional Health	<ul style="list-style-type: none"> • Stress
	Physical Health	<ul style="list-style-type: none"> • Relaxation
	Relationships and Sexuality	<ul style="list-style-type: none"> • Body image
	Influences and Decisions	<ul style="list-style-type: none"> • Making a good decision
	Self-Management	<ul style="list-style-type: none"> • Coping with examinations
	Communication Skills	<ul style="list-style-type: none"> • Learning to communicate • Communication in situations of conflict
April – June	Module	Topic
	Relationships and Sexuality	<ul style="list-style-type: none"> • Where am I now? • Relationships – what is important • The three R's – respect, rights and responsibilities • Conflict
	Personal Safety	<ul style="list-style-type: none"> • Help agencies

SAMPLE PROGRAMME B

PREPARED FOR MID-SIZED SINGLE SEX SCHOOL IN A SMALL TOWN

SUGGESTED PROGRAMME OUTLINE
FIRST YEAR

September – December	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Joining in a group • Change • Bullying
	Friendship	<ul style="list-style-type: none"> • Making new friends
	Personal Safety	<ul style="list-style-type: none"> • Looking after myself • Road Safety
	Self-management	<ul style="list-style-type: none"> • Organising myself • Organising my work at home and in school
	Communication Skills	<ul style="list-style-type: none"> • Express yourself • Learning to listen
	Physical Health	<ul style="list-style-type: none"> • Healthy Eating • Body care
January – March	Module	Topic
	Emotional Health	<ul style="list-style-type: none"> • Recognising feelings • Respecting my feelings
	Friendship	<ul style="list-style-type: none"> • A good friend
	Relationships and Sexuality	<ul style="list-style-type: none"> • Me as unique and different • Friendship • Changes at adolescence • The reproductive system • Images of female and male • Respecting myself and others
	Self-Management	<ul style="list-style-type: none"> • Teamwork

April – June	Module	Topic
	Substance Use	<ul style="list-style-type: none">• Why drugs?• Smoking – why? Why not?• Smoking – Its effects• Alcohol the facts
	Influences and decisions	<ul style="list-style-type: none">• Significant influences• Accepting individuality
	Communication Skills	<ul style="list-style-type: none">• Passive, assertive and aggressive communication
	Self-Management	<ul style="list-style-type: none">• Organising myself

SUGGESTED PROGRAMME OUTLINE SECOND YEAR

September – December	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Looking back • Looking forward • Group work
	Communication skills	<ul style="list-style-type: none"> • Assertive communication
	Friendship	<ul style="list-style-type: none"> • The changing nature of friendship
	Self-Management	<ul style="list-style-type: none"> • What motivates me • Study skills
	Influences and decisions	<ul style="list-style-type: none"> • Positive and negative influences • Making decisions
	Substance Use	<ul style="list-style-type: none"> • The effects of drugs • Alcohol and its effects • Alcohol; why/why not?

January – March	Module	Topic
	Substance Use	<ul style="list-style-type: none"> • Cannabis and its effects • Cannabis; why/why not?
	Emotional Health	<ul style="list-style-type: none"> • Self-confidence • Body image
	Relationships and Sexuality	<ul style="list-style-type: none"> • From conception to birth • Recognising and expressing feelings and emotions • Peer pressure and other influences • Managing relationships • Making responsible decisions • Health and personal safety

April – June	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Family ties
	Physical Health	<ul style="list-style-type: none"> • Body care and body image
	Personal Safety	<ul style="list-style-type: none"> • Accidents at home and in school • Feeling threatened

SUGGESTED PROGRAMME OUTLINE THIRD YEAR

September – December	Module	Topic
	Belonging and Integrating	<ul style="list-style-type: none"> • Goal setting for third year • Work contract
	Friendship	<ul style="list-style-type: none"> • Boyfriend/Girlfriend
	Relationships and Sexuality	<ul style="list-style-type: none"> • Body image • Where am I now • Relationships... what is important • The three R's – respect, rights and responsibilities
	Physical Health	<ul style="list-style-type: none"> • Physical exercise • Relaxation • Diet
	Personal Safety	<ul style="list-style-type: none"> • Recognising unsafe situations • Violence

January – March	Module	Topic
	Self-management	<ul style="list-style-type: none"> • Organising my time • Planning for effective study
	Communication skills	<ul style="list-style-type: none"> • Learning to communicate • Communication in situations of conflict
	Influences and decisions	<ul style="list-style-type: none"> • Making a good decision
	Emotional Health	<ul style="list-style-type: none"> • Stress • Feelings and moods

April – June	Module	Topic
	Self-management	<ul style="list-style-type: none"> • Coping with exams
	Substance Use	<ul style="list-style-type: none"> • Ecstasy – the reality
	Personal Safety	<ul style="list-style-type: none"> • Help agencies

PROGRAMME TEMPLATE FOR USE BY SCHOOLS FIRST YEAR

September – December

Module

Topic

January – March

Module

Topic

April – June

Module

Topic

PROGRAMME TEMPLATE FOR USE BY SCHOOLS SECOND YEAR

September – December

Module

Topic

January – March

Module

Topic

April – June

Module

Topic

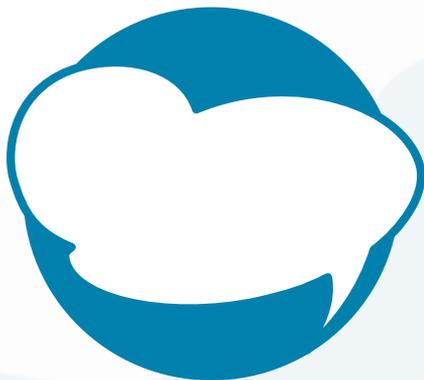
PROGRAMME TEMPLATE FOR USE BY SCHOOLS THIRD YEAR

September – December	Module	Topic
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January – March	Module	Topic
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April – June	Module	Topic
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*M*ethodologies for social, personal and health education



METHODOLOGIES FOR SOCIAL, PERSONAL AND HEALTH EDUCATION

TEACHING AND LEARNING STRATEGIES

Teaching methods in SPHE are concerned with the acquisition of knowledge, attitudes and skills that have implications for behaviour. An open and facilitative teaching style and participate and experiential methodologies are essential. Such methodologies are not associated solely with SPHE. Teachers of all subjects avail of active learning methods from time to time. Research into teaching and learning highlights the need to support different learning styles in the classroom.

Initiatives such as the Junior Certificate School Programme, the introduction of Civic, Social and Political Education and, at senior cycle, the Transition Year, Leaving Certificate Vocational and Leaving Certificate Applied programmes have offered training and support for teachers in participatory, experiential and active learning.

The teaching and learning methods proposed here are not new – they are widely used. Effective SPHE requires particular familiarity with these approaches to teaching and learning however. In SPHE there is a need for a balance between knowledge, concept formation, understanding, skills and attitudes. Indeed, in many ways, students bring information to the SPHE classroom for critical scrutiny, analysis and evaluation.

The methods are focused not solely on the passing on of new information but on the **processing** of that information.

ROLE OF THE TEACHER

The teacher of SPHE takes on a facilitative role in the classroom. This involves organising student learning, challenging students to take responsibility for their own learning

and modelling the work that is to be undertaken. An essential task for the teacher is to create an atmosphere supportive of this approach.

The teacher needs to recognise that in using experiential learning methodologies, significant learning takes place between the students themselves as well as between student and teacher. The teacher needs to be skilled in facilitating learning that requires setting ground rules and supporting the development of processing skills.

THE LEARNING ENVIRONMENT

In organising the learning environment, the teacher will be careful to create an atmosphere, which respects the privacy of each individual student and treats all students with due sensitivity and care. Some important considerations might be:

- the degree of trust, respect and positive regard for students
- the relationships between the teacher and the students and among the students themselves
- the needs of the students
- the protection of the teacher
- the need for clear expectations, goals and learning objectives
- the referral procedures within the school and the students' awareness of these.

It is important that ground rules and codes of behaviour should be discussed and agreed with the class and regularly revisited. Parents should also share in the development of the ground rules, especially in SPHE.

GROUND RULES

In order for effective learning to take place in SPHE classes, a climate of trust and respect needs to be created. The first step in developing such a climate requires the drawing up of ground rules or class contract. Many teachers of SPHE find these ground rules a valuable reference point over the three years; increasing numbers of teachers of other subject have developed similar contracts for their own subjects. Some schools have now developed a whole-school approach to the drawing up of these contracts which apply in every class.

Ground rules make explicit the roles, rights and responsibilities of all concerned in the learning relationship. In SPHE they also respect peoples privacy and establish appropriate boundaries for what should and should not be raised in classroom discussion.

Rules need to be stated in the positive and that should be few in numbers. A rule needs to be enforceable. Rules help to channel the energies of the group towards definite goals and tasks.

EXAMPLE OF GROUND RULES/CLASS CONTRACT

WE AGREE THAT THESE ARE THE WAYS IN WHICH WE CAN WORK FOR THE SUCCESS OF THIS GROUP

Confidentiality*	Personal details which may be revealed in the class are not discussed outside the group. I can talk about my learning in the class, the material being covered and the activities we are doing.
Responsibility	I will take responsibility for my own sharing and make I STATEMENTS . And I will share responsibility for the progress of the class group.
Freedom	I have the freedom to opt out or pass in discussions.
Participation	I will participate and not dominate.
Listening	I will listen when another person is speaking.
Respect	I will respect others' views even when it is different from mine.
Request	If I want something I will ask for it.
Time-keeping	I will keep to the allotted time for the task.
Materials	I will bring the materials needed for the class and complete any home task so that the group can progress to the next stage of the learning.
Punctuality	I will be punctual.

SIGNED _____

The teacher and students have their own individual signed copy of the Ground Rules/Class Contract that they have drawn up and agreed on together. These will be referred to at various stages as the group progresses.

***Teachers should not give unconditional guarantees of confidentiality. It should be explained to students that in some circumstances the teacher may need to seek advice on an issue raised in class or to tell someone what has been revealed in class.** In addition, teachers will need to be sensitive to the privacy of family circumstances and will need to draw clear boundaries for all discussions. Students need to be made aware of the importance of their own privacy, and the privacy of their families.

DESIGNING TEACHING AND LEARNING IN SPHE – GROUP WORK AND EXPERIENTIAL LEARNING

GROUP WORK

Working in small groups is a most effective way of organising the learning in SPHE classes. This involves dividing the class into small groups of 4-6 students or in some cases into pairs or trios. The teacher's role is to organise the class so that effective work takes place in the groups. In group work, the most significant learning takes place between the students themselves, rather than between the students and teacher. However, in order for that learning between students to occur, significant teacher input is required before, during and after the group work.

Among the advantages of group work are:

- Responsibility for learning is shared between the teacher and students
- Communication is enhanced
- Ideas are exchanged on the basis of thoughts and feelings of all involved
- Problems can be solved in different ways by encouraging students to take ownership of problems and solutions
- Individuals learn how to listen, how to cope with conflict, and how to keep quiet
- Self-esteem is developed by being a valued member of the group and developing interpersonal skills
- Differentiation by task and outcome can be facilitated

Supporting effective group work for junior cycle students involves the consideration of a number of factors.

A RATIONALE FOR THE CREATION OF GROUPS

Students should know why group work is being used to complete the task. This helps them to appreciate the value of group work and encourages personal contribution. Vague instructions such as *'get into groups and get the job done'* can lead to perceptions that group work is a way of passing time rather than a tool for learning.

A CLEAR TASK FOR THE STUDENTS TO COMPLETE

The task should be clearly stated and the process for completing the task should be clearly outlined. Students are confused by instruction such as *'discuss this in groups'* or *'work on those handouts in groups'*.

Examples of clear tasks:

'Your group has to come up with three reasons for x and three reasons against'.

'The group has to come up with a slogan for a poster to be displayed in a primary school to discourage smoking'.

A TIME ALLOCATED FOR THE COMPLETION OF THE TASK

The amount of time allocated to group work should be clearly indicated. If the group has to complete a task and then prepare to present the outcomes of its work, then the breakdown of the time should be given.

THE ALLOCATION OF ROLES WITHIN THE GROUP

Defined roles may be given to members of the group at the beginning of the group work either verbally or in written form. Alternatively, within their group, students may choose a role. The teacher may assign some roles as she or he visits the group. Students should have an opportunity over time to experience a variety of roles. The role given and the responsibility involved should be clearly outlined.

CHAIRPERSON

'You are the chairperson for this group today. It is your responsibility to ensure that everybody has an opportunity to speak and that they are listened to. You also need to make sure that the group focuses on the tasks given.'

TIME-KEEPER

'You have been asked to be timekeeper for the group. It is your responsibility to remind the chairperson of how much time is left for each task.'

REPORTER

At the beginning of the group work students should be made aware of how the report on the group work is to be made – by one student or two students, by a written or oral report, by questions from teacher or other students. If a member of the group is to undertake the reporting task they can be identified at the beginning of the group work or during the teacher visit. While there is some value in groups choosing their own reporter, selection by the teacher ensures that the task rotates and that all students have an opportunity to develop this skill.

OBSERVER

Depending on the group and the task in hand, a student may be appointed as an observer. His or her task as an observer is to notice what is happening in the group and to be able to report back to the group as much as possible of what he or she saw or heard happening. This role involves noticing what helps the group to co-operate and accomplish the task and what prevents that happening. Examples of what the observer may focus on include:

When was the group working at its best?

Did the group stop working well at any stage?

What happened?

This particular role requires great sensitivity to the feeling of the individuals within the group. Therefore the observer should focus on the positive and avoid naming individual group members.

A MONITORING 'VISIT' BY THE TEACHER AT LEAST ONCE DURING THE GROUP WORK TO KEEP THE STUDENTS ON THEIR TASK

The placement of the teacher in relation to the groups is important. If the teacher remains removed from the groups it may give the impression that the work being done in the groups is not part of the 'real' teaching and learning. Instead, during group work the teacher should move around the room, visiting each group and perhaps asking one student to summarise the work of the group so far and another the next step they plan to take.

THE USE OF THE RESULTS OF GROUP WORK IN THE REST OF THE LESSON OR IN SUBSEQUENT LESSONS.

Part of the effectiveness of group work arises from the way in which the group's contributions are used by the teacher and the other students in the whole class setting. Students are likely to see little value in time spent on work which is not subsequently referred to or used in class.

Teacher Tip

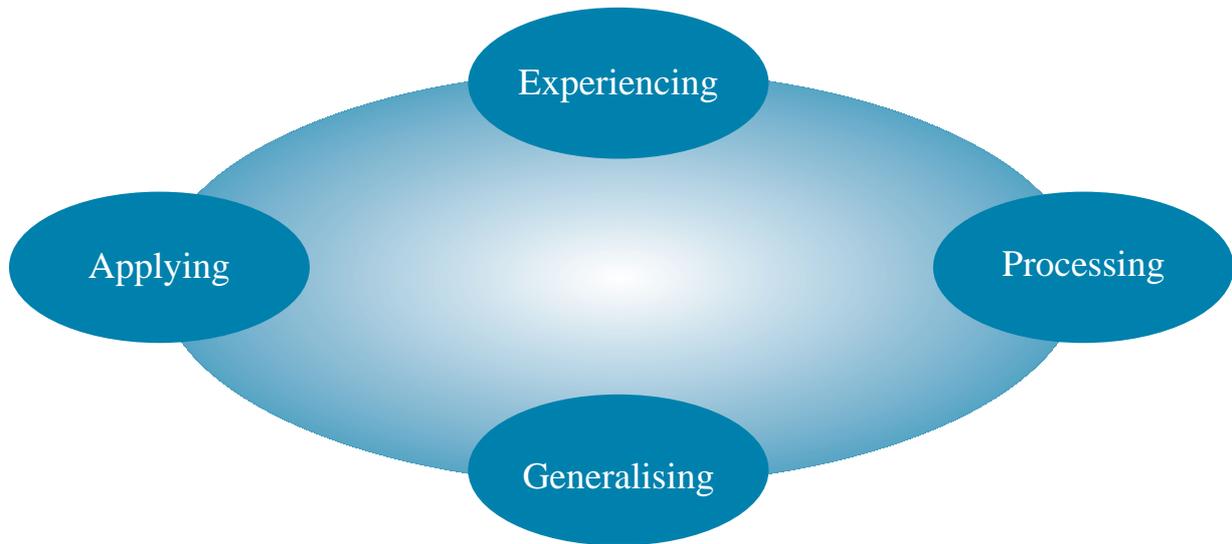
It is important to remember that teachers and students develop group work skills over time through active participation.

Group work, even when well planned, can fail to achieve its aims for a variety of reasons. Events outside the control of the teacher – a change of classroom, the time of day, a previous lesson, a break-time incident or class dispute – can undermine the potential of group work.

EXPERIENTIAL LEARNING

The structured experiential method, or active learning, is widely recognised as the most appropriate method for use in all forms of SPHE. The use of this method in the classroom setting ensures that students actively participate in their own learning. They are not simply the passive recipients of information. Active participation gives a greater significance to the learning because it arises out of the students' own experience, ideas and behaviour.

This method is made up of four stages: experiencing, processing, generalising and applying.



EXPERIENCING

This is usually the 'activity stage'. The experience is generated in the classroom through the use of a structured exercise such as role-play, simulation, drama, engaging with a text, etc. The students have to be participants rather than observers in this initial experience.

PROCESSING

Initially, processing consists of reflection on, and sharing of, the variety of reactions to the experience. Then, analysis occurs, through a variety of methods, in order to explore and evaluate the initial experience and the reactions to it.

GENERALISING

In this phase of the cycle, generalisations are extracted from the sharing and discussion and principles developed. Consideration is then given to how these might influence attitudes and behaviours in the context of moral, religious and cultural values.

APPLYING

The fourth phase of the cycle calls for the application of the learning in new situations. The teacher can use a variety of methodologies to encourage the application of the learning to new contexts. Students should be encouraged to set themselves an action plan – short term or long-term as a result of their learning. This might be written in an SPHE journal which is kept throughout the programme.

Teacher Tip

Engaging with a text can be part of experiential learning if;

- the students are aware of the purpose of the text
- it is the main resource for the processing phase.

THE ROLE OF THE TEACHER

The teacher is responsible for designing, planning and structuring the experiential learning elements of a SPHE programme. The exercises and their subsequent analysis should reflect the aims of SPHE and the position of the lesson/s in the overall programme. Participating in an activity is not necessarily a learning experience. It is important that in addition to being involved in an activity, students are facilitated through analysis and processing to application.

The timing of the experiential learning cycle is very important. While the experiencing phase and, to a lesser extent, the processing phase may receive great emphasis in a lesson or series of lessons, the other two phases are often neglected. When this happens students experience SPHE as a series of unrelated events. This can result from filling out of worksheets and questionnaires which are then put in a folder but never used again, watching videos which are not discussed or analysed or hearing an interesting visiting speaker with no follow up or debriefing. The application and generalising phases of the experiential learning cycle are crucial to its effectiveness and careful management of time is needed to ensure a balance across the full cycle.

Some methods and activities which can support the experiential learning cycle are outlined below.

GROUP DISCUSSION

This can be triggered by a wide variety of experiences inside and outside the classroom. Discussions should be planned, have clear aims and be structured in accordance with the aims and objectives of the lesson.

CASE STUDIES

These can be drawn from students' own experience, from television programmes, from newspapers and a wide variety of other sources. They are particularly useful for problem solving exercises.

BRAINSTORMING

The students are asked to call out words they associate with a particular topic. All contributions are recorded without comment on a flip chart or board. The group may then put them in order or in categories and use the list as a basis for processing and analysis.

ROLE PLAY

This is a teaching procedure which allows students to explore simulated situations in a controlled and safe environment. In role-play, students take on roles based on real life situations in which personal skills can be tested and developed. Scripts and role cards are useful in supporting this methodology.

ARTWORK

Artistic expression can be a useful variation on written expression and responses. Forms of artwork include drawing, collage, montage, sculpting, clay modelling, graffiti work and posters. Photographs – the use of photo packs and the taking of photos – are also useful.

NARRATIVE EXPRESSION

The creation of stories and poems can be helpful. Stories can be worked on in groups and a variety of possible endings suggested for different scenarios. Poetry is a useful tool for the expression of feelings and attitudes.

GAMES - ICEBREAKERS

Icebreakers can be used to energise a group or to help develop a relaxed atmosphere in the class. They can also enhance listening and communication skills.

GAMES - SIMULATION

These games function in the same way as role-play, but in a more structured environment. They can provide experience of, and exposure to, a wide range of situations and experiences.

DEBATES

A debate is a series of formal spoken arguments for and against a definite proposal. While the normal form of exploration in the SPHE class is the more informal discussion, debates can be useful for developing skills of analysis, critical awareness and appreciation of differing points of view.

PROJECT WORK

A well-designed project assignment can facilitate students in directing their own learning. Four key stages are involved:

- plan - decide on the project title and theme
- implement - carry out the work
- present - display the completed work and answer questions from other students
- evaluate - what was learned in the entire process.

VISITORS – A LEARNING EVENT

While visitors to the classroom can be a useful addition to SPHE, the delivery of the programme remains the responsibility of the teacher. Therefore, all visitors need to be briefed on the work done by the class and on school policy if applicable. Students should be involved in setting up the visit and in evaluating it afterwards.

Visits by outside speakers or organisations need to be planned well in advance to allow for parents/guardians to be informed about the visit.

MULTI-MEDIA MATERIALS

As with all texts and resources, pre-selection by the teacher is essential if the material is to be effectively processed through an experiential learning cycle.

*T*eaching the modules



TEACHING THE MODULES

HOW TO USE THIS SECTION

This section deals with each of the ten modules includes in these guidelines. The **grid** indicates the page numbers of the relevant modules in each year of the curriculum.

	Topic	Useful Resources
One	1. Coping with change	On My Own Two Feet <i>Assertive Communication,</i> p.57 Lesson 7 Joining In
		Healthy Living 1, <i>Transition to a New School</i> pp.85-89

The **introduction** gives some background to the theme of the module and its importance in the life of the 12-15 year old student. The section dealing with **whole school issues** links the SPHE classroom topics to related aspects of school life. **Teaching the module** lists resource materials which can be used for the various topics.

The listing of particular resource materials is designed to show how already existing and readily available SPHE materials can be integrated into a school's SPHE programme. For all modules, teachers must make the selection of resource materials most appropriate to the needs of the students, the aims of SPHE and the particular place for the materials within an overall SPHE programme.

BELONGING AND INTEGRATING

BELONGING AND INTEGRATING MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.14	p.30	p.44

INTRODUCTION TO THE MODULE

A sense of belonging is valued by everyone, but it is of particular significance for the adolescent. In the time of transition between childhood and adulthood, a sense of personal identity can be difficult to establish and maintain. In addition to the transition from childhood to adulthood, the adolescent must also face the transition from primary to post-primary school. This 'double transition' is a particular challenge for the post-primary student in the junior cycle seeking to establish a sense of identity and a sense of self. In such circumstances, the adolescent seeking identity looks to others for validation and support.

Research shows that for the vast majority of students the initial anxiety about the transition from primary to post-primary education soon passes as familiarity with the organisation grows and links with peers become established. But for some students, the transition process is less successful. Particularly at risk are those students who experienced a variety of problems at primary level. Studies of those who drop out of school prior to the school leaving age indicate that a large number of these students never actually 'dropped in' - they never integrated into the school in the first place.

This module of SPHE recognises the significance of a sense of belonging for the adolescent and the importance of a successful integration into the post-primary school. Students are given an opportunity to explore how they might make new friends and to develop co-operative and group work skills. Bullying - a significant source of anxiety for first year students and a particular problem among second year students - is also addressed in this module.

WHOLE SCHOOL ISSUES ORIENTATION PROGRAMME

Most students' first encounters with post-primary education happen in the realm of the mythical. They may be told that their current standard of work or behaviour will not be accepted in the 'big' school. Older

siblings or neighbours enjoy passing on the myths of 'how things are' in the local second-level school; stories of rites of initiation or the most dreaded teacher abound. New students bring all these myths to their first official encounter with their post-primary school. The organisation of that official first encounter is a task that most schools take very seriously. Many schools offer their first year students an orientation programme prior to the official beginning of the school year; some schools draw on their senior students as key resources in such a programme. This peer education approach is particularly effective as it can help new students to feel at ease. It is important that new students feel welcome and secure. In addition, peer education methods can demythologise school for new students who can hear the 'real' story from 'real' students.

POLICY ON BULLYING

One of the ways in which all students and new students in particular can feel protected is if the school has a clear policy on bullying - a policy which is supported by the whole school community - parents, teachers and students.

SCHOOL ATMOSPHERE

It is difficult to define school atmosphere, yet most people have a sense of the characteristics of a 'good school spirit'. A school with a 'good spirit' is a friendly place with good working relationships between staff and students, among the staff themselves and between students in different years. Such a school may be characterised by a wide variety of out-of-class activities organised by staff and students alike. School spirit is neither a matter of luck nor tradition. It is a product of hard work. A module of SPHE dealing with belonging and integration can only be successful if students find warmth and acceptance in classrooms other than the SPHE classroom. Successful integration into the school community will only be achieved if the school is seen as something worth belonging to.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Coping with change	On My Own Two Feet <i>Assertive Communication</i> Lesson 7 Joining In p.54 Healthy Living 1 <i>Transition to a New School</i> pp.85-89
	2. Joining a new group	On My Own Two Feet <i>Identity and Self Esteem</i> Lesson 3 Group Building p.18 Healthy Living 1 <i>Communication Skills</i> pp.101-114
	3. Appreciating difference	On My Own Two Feet <i>Identity and Self Esteem</i> Lesson 1 Getting to Know You p.14 Healthy Living 1 <i>Building Self Esteem</i> pp.167-182
	4. Bullying is everyone's business	On My Own Two Feet <i>Identity and Self Esteem</i> Lesson 4 ID Cards Lesson 5 This is Me p.22, p.27 Healthy Living 1 <i>Building Relationships</i> pp.183-195
TWO	1. Looking back, looking forward	On My Own Two Feet <i>Identity and Self Esteem</i> Lesson 6 Lifeline p.30 Healthy Times 2 <i>Introduction to Second Year</i> pp.34-42
	1. Group work	On My Own Two Feet <i>Identity and Self Esteem</i> Lesson 3 Group Building p.18 Healthy Times 2 <i>Introduction to Second Year</i> pp.43-52, 53-61
	2. Family ties	Relationships and Sexuality Education Resource Materials Lesson 15 Family Ties p.141
THREE	1. Goal setting for third year	On My Own Two Feet <i>Identity and Self Esteem</i> Lesson 9 My Hopes p.40
	2. Work contract	Healthy Choices <i>Setting goals for third year</i> p.35-44

SELF-MANAGEMENT

SELF-MANAGEMENT MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.16	p.31	p.45

INTRODUCTION TO THE MODULE

The world of the adolescent is complex. To the student who has recently moved from primary to post-primary school it can seem very complex indeed. The need to belong to the new school community is matched by the need to develop the skills necessary to deal with timetables, new teachers and new procedures.

As the student moves through the junior cycle s/he will need to develop good work practices and effective study skills. Learning how to study is the first step to successful study and a significant factor in the promotion of self-directed learning. Lessons in study skills in Social, Personal and Health Education must be supplemented by parallel lessons in studying particular subjects - otherwise students may have difficulties transferring the generalised skills to the requirements of specific subjects. Therefore, in planning for SPHE, consideration will need to be given to the need for ongoing communication with all the staff of the school.

A student who is working to a well thought out personal study plan has a greater sense of control than the student working from an ad hoc approach and s/he is less likely to experience undue stress or anxiety prior to examinations. While such skills and practices can help a student in an examination context, they are equally vital in helping a student to make the most out of the variety of teaching and learning opportunities offered at school. A student who has the skills necessary to work effectively is more likely to have a positive attitude to learning and to school. Learning how to work effectively can give students a sense of pride in their own effort and help them to see the relationship between effort and achievement. Indeed, a positive attitude to effort can counteract an over-emphasis on performance and achievement.

Self-management and organisational skills give students a sense of control over their own time and work. Such skills are transferable to out-of-school activities and, in later life to third level education and the workplace.

Self-management is about developing independence and experiencing empowerment. It is also of significance for the efficient running of classrooms and schools. Many teachers at second level will indicate that lack of self-management skills on the part of pupils can be a cause of a significant amount of indiscipline and disorder in the classroom. Forgetting books and equipment for classes, getting lost because of a misread timetable, forgetting to do homework or submitting incomplete work - all these behaviours can manifest themselves right through the school. They are not confined to first years.

WHOLE SCHOOL ISSUES COMMUNICATION

Classrooms are places of communication. Teachers, as well as engaging in the process of teaching, also communicate information about the next stage of the work, the books or equipment needed, the preparation or homework required or the time allotted to a given class or home task. Given that a student may receive anything up to ten sets of such information in a given school day, the need for clear instructions from teachers is obvious. A written record of these instructions, in a homework journal for example, is always a useful aid to student record keeping and planning and can encourage a sense of responsibility.

Information for the whole school - whether by information bulletin or public address/intercom announcement - should be conveyed with the same clarity. The means of communication chosen should reflect the nature and importance of the message.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Coping with change	Healthy Living 1 <i>Study Skills</i> pp.131-146
	2. Organising my work at home and in school	Healthy Living 1 <i>Study Skills</i> pp.131-146
	3. Balance in my life	On My Own Two Feet <i>Consequences</i> p.27 <i>Having fun</i> p.61
TWO	1. What motivates me	On My Own Two Feet <i>Identity and Self Esteem</i> Lesson 8 My Hopes p.40 Healthy Times <i>Building Self-Confidence</i> pp.109-118
	2. Study skills	Healthy Times 2 <i>Study Skills</i> pp.131-146
THREE	1. Organising my time	On My Own Two Feet <i>Identity and Self-Esteem</i> Lesson 13 Think Positive p.61
	2. Planning for effective study	Healthy Choices 3 <i>Study Skills</i> pp.123-135
	3. Coping with examinations	On My Own Two Feet <i>Feelings</i> Lesson 5 The Relaxation Response Lesson 6 Relaxation for Anxiety p.26, p.32

COMMUNICATION SKILLS

COMMUNICATION SKILLS MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.17	p.32	p.46

INTRODUCTION TO THIS MODULE

It is ironic that as we move into the age of global communication, the need for skills in interpersonal communication becomes even greater. For the adolescent moving from narrow range of childhood communication into the more extended range of the adult, the need to develop and practise these skills is even more pressing.

Students who can express themselves with confidence and in a style appropriate to the context are more likely to ask questions in class, to participate in group work and to benefit from out-of-school activities and visits. They should be better able to handle situations of conflict and to take constructive criticism.

Communication skills are not just about self-expression; they are also about the development of active listening. The skill of active listening is not easily acquired in an age where the sound and image byte seem to train the students to concentrate for ever decreasing amounts of time!

Therefore, time spent developing communication skills is valuable time for a number of reasons. Firstly it is of great benefit to the student in his/her own personal life. Communication skills learned in the classroom are transferable to home and life outside home and school. Secondly, the development of communication skills can enhance the participation of students across the curriculum. And thirdly, the use of skills for conflict resolution can reduce the risk of aggressive behaviour.

WHOLE SCHOOL ISSUES

TEACHER/STUDENT COMMUNICATION

If students are to be supported in the development of communication skills, then the teachers they encounter in school should, whenever possible, model those skills for them. Teachers who encourage questions, value discussion and use a wide range of teaching methodologies are providing supportive environments for the development of

good communication skills. Classrooms where there is too much teacher talk, reading or demonstrating, with little opportunity for student questions or discussion can inhibit the development of good communication skills.

Classrooms and schools should also be places where criticism and correction is given constructively and focused on the behaviour rather than the person.

STUDENT-STUDENT COMMUNICATION

It is natural for students to associate in school with a group of like-minded friends, usually from the same year group and often from the same class. Students need particular encouragement to communicate with students outside their own particular group.

Social activities, which have appeal across the range of ages, and leadership structures which facilitate interaction between students in different years, can help promote this communication. The use of peer education strategies in school, especially in SPHE, can be an effective method of breaking down barriers between groups of students. It can also encourage students to listen to one another.

Student councils are particularly effective ways for students to develop and practise a range of communication skills, and to be constructively involved in school policy formation. Many student councils produce newsletters and bulletins, which are useful means of communication in a school.

TEACHER-TEACHER COMMUNICATION

Good communication between staff members is obviously essential to the smooth running of the school. But is also important in modelling communication skills for the students. Students should be able to see and hear that teachers are communicating with each other - about day-to-day issues, or about the particular needs of a student or a class.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Express yourself!	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 4 Getting Clear p.35</p> <p>Relationships and Sexuality Education Resource Materials <i>Communication and Respect</i> p.29</p>
	2. Learning to listen	<p>Healthy Living 1 <i>Communication Skills</i> p.108</p>
	3. Passive, assertive and aggressive communication	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 1 The Mouse, Monster and Me Lesson 5 How Assertive am I? p1, p.41</p>
TWO	1. Assertive communication	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 6 Where will we Start? Lesson 9 Making Requests p.48, p.64</p> <p>Healthy Times 2 <i>Assertive Communication</i> pp.109-113</p>
THREE	1. Learning to communicate	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 17 Assertion Cards p.11</p> <p>Healthy Choices 3 <i>Relationship Building Skills</i> p.148</p> <p>Relationships and Sexuality Education Resource Materials <i>Boy/Girl Relationships</i> p.163</p>
	2. Communication in situations of conflict	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 15 Criticism Lesson 16 Resolving Conflict p.100, p.110</p>

PHYSICAL HEALTH

PHYSICAL HEALTH MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.18	p.33	p.47

INTRODUCTION TO THIS MODULE

It is impossible to consider a single aspect of health in isolation. Thus, while this module focuses in particular on the physical dimension of health it also stresses the relationship between physical health and a positive self-image and sense of well being.

This time of physical growth and development brings with it worries about physical appearance, change in body size and shape, condition of skin and hair, concern for personal hygiene and diet. The physical health module of SPHE seeks to complement these natural concerns of the adolescent with appropriate information on healthy lifestyles. The aims of the module also make it clear that students are to identify personal realistic strategies for the improvement of their own lifestyles. The normality of a range of body shape and size is also stressed in the module - an important feature of any discussion of diet and eating habits given the increasing prevalence of eating disorders among adolescents.

The importance of rest and some techniques for relaxation are also covered in this module. These are designed to support work done in other modules on enhancing examination performance and dealing with stress. Young people who feel well, learn well. They have more energy and enthusiasm for work and play.

WHOLE SCHOOL ISSUES

THE SCHOOL CANTEEN/SHOP

Many schools have some form of student canteen or shop available to students at lunch and break times. The menus or selection of goods should support what is taught about a balanced diet in SPHE and in subjects such as Home Economics and Science. A student who participates in an SPHE lesson on the importance of healthy eating and then goes to a canteen or shop which sells only those things which s/he has just learnt must be kept to a minimum will rightly question the credibility of the SPHE programme. While such facilities may sometimes be out of school control, schools still have a responsibility to ensure that healthy choices are offered to the students.

PROVISION FOR EXERCISE AND PHYSICAL ACTIVITY

It is not possible to expect students to take exercise seriously unless the school itself is seen to do the same. A comprehensive Physical Education programme for all students goes a long way towards teaching young people that exercise is essential for health and well-being. In support of the work of teachers of Physical Education, parents and community groups should be encouraged to provide local access to facilities, training and coaching.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Body care	<p>Healthy Living 1 <i>Hygiene Skills</i> pp.147-165</p> <p>Pastoral Care Junior Cycle Workbook <i>My Body</i> p.21</p> <p>Relationships and Sexuality Education Resource Materials Lesson 5 Body Awareness- Body Care Lesson 6 Hygiene Hints p.55, p.61</p>
	2. Healthy eating	<p>Healthy Times 2 <i>Body Maintenance – Nutrition</i> p.102</p> <p>Pastoral Care Junior Cycle Workbook <i>Nutrition</i> p.14</p>
	3. Exercise	<p>Healthy Times 2 <i>Body Maintenance – Physical fitness</i> p.81</p> <p>On My Own Two Feet <i>Identity and Self-Esteem</i> Lesson 13 Think Positive p.61</p>
TWO	1. Body care	<p>Healthy Times 2 <i>Body Maintenance</i> p.102</p> <p>Relationships and Sexuality Education Resource Materials Lesson 8 The Image of Me p.75</p>
THREE	1. Physical exercise	<p>Healthy Choices 3 <i>Maintaining Physical Well Being</i> p.87</p>
	2. Relaxation	<p>Healthy Choices 3 <i>Relaxation</i> p.102</p> <p>On My Own Two Feet <i>Feelings</i> Lesson 6 Relaxation For Anxiety p.32</p> <p>Your Breaking Point <i>Effective Steps to Reduce and Cope with Stress</i> Your stress response Learning to relax p.42, p.62</p>
	3. Diet	<p>Healthy Choices 3 <i>Diet</i> p.104</p>

FRIENDSHIP

FRIENDSHIP MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.19	p.34	p.48

INTRODUCTION TO THIS MODULE

Adolescent friendships can be complex and intense. Being a friend and having friends are two of the most important elements of the process of forming a sense of self and a sense of the world. While other modules of SPHE - Belonging and Integrating and Relationships and Sexuality for example – deal with issues relating to friendship, this module offers students an opportunity to examine the nature and role of friendship itself and, in particular, the way in which friendships change and develop over time.

This module also examines bullying behaviour and the way in which some friendships can be destructive and have a negative influence on our lives. Relationships with siblings - a thorny subject for some adolescents - are also covered in this module.

The pattern of friendships in a class can have a significant impact on the way the class works, behaves and relates to other classes and to teachers.

WHOLE SCHOOL ISSUES

METHODOLOGIES

The use of teaching methodologies which allow for well-planned group work and structured interaction between students can help to make classrooms and schools friendlier places.

CLASS TEACHERS/TUTORS

Many first year students find it difficult to make the adjustment from relating to one teacher to dealing with up to nine different teachers in a single day. There are students who, on the first available half day, rush back to visit their primary school teacher to tell her or him all about the new school! The security, familiarity and continuity of primary school may not be found to the same degree in the structures of the post-primary sector. Therefore, many schools operate a tutor or class teacher system, which designates a teacher as having a particular responsibility for a class group.

Tutors can be active in supporting a friendly atmosphere in a class. Tutors can encourage get well or congratulations cards as appropriate. They are also in close contact with the class and will usually be approached when disputes arise between friends and even between enemies. Ideally, this tutor should also be the teacher of SPHE. A well-supported tutor system is an important factor not just for this module of SPHE but for the success of an SPHE programme in a school.

SOMETHING TO THINK ABOUT

This pastoral role should not be confused with a disciplinary role - the pastoral system should not be at the service of the code of discipline although it has a role in ensuring students are involved in preparing and agreeing the code. A code of discipline is essential for the smooth running of a school and the safety of staff and students. A pastoral or tutor system is student rather than school focused.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Making new friends	<p>On My Own Two Feet <i>Identity and Self-Esteem</i> Lesson 12 Positive Posters p.58</p> <p>Relationships and Sexuality Education Resource Materials Lesson 14 How I relate p.135</p>
	2.A good friend.....	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 3 Friendship p.19</p>
TWO	1. The changing nature of friendship	<p>Healthy Choices 3 <i>Think positive</i> p.87</p> <p>On my own two Feet <i>Consequences</i> The Change p.67</p>
	2. Sibling rivalry	<p>Relationships and Sexuality Education Resource Materials Lesson 15 Family Ties p.141</p>
THREE	1. Boyfriends and girlfriends	<p>Healthy Choices 3 <i>Building and Maintaining Self-Esteem</i> p.83</p>
		<p>Relationships and Sexuality Education Resource Materials Lesson 17 Boy/Girl Relationships p.163.</p>

RELATIONSHIPS AND SEXUALITY EDUCATION

RELATIONSHIPS AND SEXUALITY EDUCATION MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.20	p.35	p.49

INTRODUCTION TO THIS MODULE

Sexuality is a key element of healthy social and personal development in all our lives, but particularly in the life of the adolescent. Adolescence is marked by the onset of physical and sexual maturity. It provides a wider range of opportunities for socialising with members of the opposite sex. This stage of development is also marked by the establishing of first significant boyfriend/girlfriend relationships, by the first experience of sexual attraction and by the experience of falling in, and out, of love. There is greater freedom and responsibility, and exposure to a bewildering variety of messages about sexuality, issues of sexual orientation and the place of sexuality in personal and social life.

Sexual development calls for the critical evaluation of the wide range of information, opinions, attitudes and values with which adolescents are bombarded.

WHOLE SCHOOL ISSUES

RSE POLICY

All teachers should be aware of the school's RSE policy. The policy should be developed in consultation with the partners in education - parents, staff, Board of Management and students where appropriate. Provision should be made for ongoing evaluation and review of the policy. The evaluation should involve those who took part in the initial consultation process of policy development.

An effective programme of RSE as part of broader SPHE must be supported by a school climate marked by gender equity and a healthy respect for sexuality. These key principles require particular attention in single sex schools.

PARENTS

The work of RSE in the school is designed to be supportive of the efforts of parents and their concerns for the health, safety, security, and well being of their children. Parents are aware of the contemporary cultural context in which adolescents must grow to adulthood. They are aware of the religious traditions, civic, moral, spiritual, familial and personal values and priorities which they hold to be important and which they endeavour to hand on to their children. A school programme of relationships and sexuality education, planned in consultation with parents, should reflect these values.

While the whole school community works in partnership with parents, particular efforts to promote such partnership should be made in the context of RSE.

THE MORAL FRAMEWORK

The aims of RSE set it firmly within a moral, spiritual and social framework. A positive attitude to sexuality will be expressed in a responsible and respectful attitudes and behaviour towards oneself and others. It will recognise that sexual behaviour is not just a personal and private matter, but has social and community implications as well. Decisions about such attitudes and behaviour are made in the light of the knowledge, understanding, skills and attitudes delivered in RSE, inside and outside school. The values inherent in the programme should be consistent with the core values and ethos of the school.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Me as unique and different	<p>Healthy Choices <i>Maintaining Self-Esteem</i> Lesson 3, Girls and Boys p.83</p> <p>On My Own Two Feet <i>Identity and Self-Esteem</i> Lessons 4 I.D. Cards Lesson 5 This is me p.22, p.27</p> <p>Relationships and Sexuality Education Resource Materials Lesson 19 Self-Esteem p.185</p>
	2. Friendship	<p>Healthy Times Lesson 1 A Friend is..... p.129</p> <p>Healthy Living Lesson 1 p.185</p> <p>Relationships and Sexuality Education Resource Materials Lesson 16 You've Got a Friend. p.55</p>
	3. Change at adolescence	<p>There are a number of videos and biological charts available from statutory and voluntary organisations. School science texts can also be used here.</p> <p>On My Own Two Feet <i>Identity and Self-Esteem</i> p.35</p> <p>Relationships and Sexuality Education Resource Materials Lesson 4 Saying how I feel p.47</p>
	4. The reproductive system	<p>Relationships and Sexuality Education Resource Materials Lesson 10 Puberty Lesson 11 Human Reproduction p.89, p.99</p> <p>Healthy Choices 3 Lesson 1 Growth and development towards adulthood p.174</p>
	5. Images of male and female	<p>On My Own Two Feet <i>Identity and Self-Esteem</i> Lesson 14 Sex roles p.67</p> <p>Relationships and Sexuality Education Resource Materials Lesson 17 Boy/Girl Relationships p.163.</p>

Year	Topic	Useful Resources
	6. Respecting self and others	<p>On My Own Two Feet <i>Identity and Self- Esteem</i> Lesson 15 Nobody’s perfect p.16.</p> <p>On My Own Two Feet <i>Understanding Influences</i> Lesson 3 Friendship p.19</p>
TWO	1. From conception to birth	<p>Texts from the Science and Home Economics course.</p> <p>Healthy Choices 3 Lesson 3 A child is born p.182</p> <p>Relationships and Sexuality Education Resource Materials <i>The miracle of new life</i> p.113</p>
	2. Recognising and expressing feelings and emotions	<p>Healthy Choices 3 Lesson 3 The language of feeling p.116</p> <p>On My Own Two Feet <i>Feelings</i> Lesson 1 How would you feel? Lesson 2 Feeling Cards Lesson 3 Identifying my feelings p.16-23</p> <p>Relationships and Sexuality Education Resource Materials Lesson 3 Feelings and adolescence p.37</p>
	3. Peer pressure and other influences	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 5 Peer Pressure p.24</p> <p>Healthy Choices Lesson 5 Who influences my decisions? p.55 Text books dealing with media and advertising in the English curriculum.</p> <p>Relationships and Sexuality Education Resource Materials Lesson 20 Peer Pressure p.191</p>
	4. Managing relationships	<p>Healthy Choices 3 Lesson 5 Relationships and communication p.148</p> <p>Relationships and Sexuality Education Resource Materials Lesson 17 Boy/Girl relationships Lesson 14 How do I relate p.63, p. 135</p>

Year	Topic	Useful Resources
TWO (cont'd)	5. Making responsible decisions	<p>On My Own Two Feet <i>Decision Making</i> Lesson 3 Decision Making Styles Lesson 4 Values p.22, p.26</p> <p>Healthy Choices 3 Lesson 3 Making Decisions- F.A.C.T.S. p.51</p> <p>Relationships and Sexuality Education Resource Materials Lesson 17 Boy/Girlfriend Relationships p.63</p>
	6. Health and personal safety	<p>Pastoral Care Junior Cycle Workbook <i>Child Abuse</i> p.139</p> <p>Relationships and Sexuality Education Resource Materials Lesson 21 Take Care p.199</p>
THREE	1. Body Image	<p>On My Own Two Feet <i>Identity and Self-Esteem</i> Lesson 14, Sex Roles Lesson 15. Nobody's Perfect p.64, p.68</p> <p>Healthy Choices 3 Lesson 5 Thinking Positive p. 87</p> <p>Relationships and Sexuality Education Resource Materials Lesson 19 Self-Esteem p.185</p>
	2. Where am I now?	<p>Healthy Choices 3 Lesson 2 Changes during adolescence p.113</p> <p>Relationships and Sexuality Education Resource Materials Lesson 12 Miracle of New Life p.113</p>
	3. Relationships - what's important	<p>Healthy Choices 3 Lesson 3 What's important Lesson 4 Mix and Match p.143, p.145</p> <p>Relationships and Sexuality Education Resource Materials Lesson16 You've got a friend Lesson 17 Boy/Girlfriend relationships Lesson 14 How I relate p.155, p.163, p.135</p>

Year	Topic	Useful Resources
THREE (cont'd)	4. The three R's – respect, rights and responsibilities	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 2 My Personal Rights Lesson 11 Saying No Lesson 13 Accepting a No p.24, p.78, p.89</p> <p>Healthy Choices 3 Lesson 4 Saying No</p> <p>Relationships and Sexuality Education Resource Materials Lesson 9 The words we use Lesson 18 Don't box me in Lesson 24 Respect and tolerance for difference Lesson 23 Teenage Pregnancy p.83, p.173, p.229, p.219</p>
	Conflict	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 15 Criticism Lesson 17 Resolving Conflict p.100, p.110</p> <p>Healthy Times 2 Lesson 2 In the other persons shoes Lesson 3 Co-operation p.141, p.143</p> <p>Relationships and Sexuality Education Resource Materials Lesson 15 Family Ties Lesson 17 Boy/Girl Relationships Lesson 20 Peer Pressure p.141, p.163, p.191</p>

EMOTIONAL HEALTH

EMOTIONAL HEALTH MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.22	p.37	p.51

INTRODUCTION TO THIS MODULE

Building on the work done at primary level on differentiating between different moods and feelings, this module of SPHE focuses in particular on the emotions associated with adolescence. There is growing recognition that the health of the emotions is as important as the health of the body and that poor emotional health can have implications for physical health and well being.

There are a number of factors which impinge in particular on the emotional life of the adolescent. While the hormonal changes of adolescence bring their own pressures to bear on emotional health, there is also the strain of learning to deal with new situations and expectations. The child is not just growing physically towards adulthood; s/he is also growing into the adult world, which brings a whole range of new expectations of his/her capabilities and behaviour. S/he is moving from a world where the family is central, to the world of the peer group. In the midst of all this s/he is also moving from one school system to another. In addition, the adolescent today faces a challenge never faced by his/her parents or grand/parents. S/he must make the transition from childhood to adulthood against the backdrop of a macrocosm of global transition - economics, social structures, ethnic makeup, political structures, religious systems - all of which are changing at a rapid pace. In the past, adolescence was characterised by the transition from the world of the child to the world of the adult. This remains the defining feature of this stage of life. What is new is that the world of the child and the world of the adult can no longer be described with the certainty of former times. However, the modern world has also provided a greater understanding of adolescence and a range of insights into the kind of support needed for a positive experience of adolescence. Efforts must be made to equip the adolescent with independence and critical judgement and the personal resources needed to cope with change, to face the unknown future with confidence. This module of SPHE should be seen as an essential element of such efforts.

There are students who can be identified as having particular emotional health problems. Supporting the emotional health needs of students means having structures in place, which can support the emotional health of all

students, as well as the possibilities of referral for students who may be having particular difficulties. The student who appears to have no difficulties is often forgotten in the attempt to 'fire brigade' the student in difficulties.

WHOLE SCHOOL ISSUES

THE PLACE OF SPHE IN THE SCHOOL

Students can easily identify the subjects assigned low priority status by the school. They quickly learn that a subject constantly assigned a poor timetabling slot, a subject often hi-jacked by other more pressing demands of the curriculum, or used by teachers to cover content from another subject area, is a subject not worth taking seriously. Students must feel that their emotional health is taken seriously at school, that an issue of concern to them is also of concern to the school. Such concern can be shown in a number of ways; in the provision of the guidance and counselling necessary, and in the provision of a comprehensive programme of SPHE throughout the school.

CARE IN THE SCHOOL

Schools use a variety of ways to provide care and support for students. In some schools this is focused on students with particular difficulties. In other schools, attempts have been made to put structures of care in place for all in the school community. A caring community will care for all its members all the time with particular care available for those who, from time to time, may need extra support.

SOMETHING TO THINK ABOUT

Sometimes, structures and systems of care in a school are seen as supporting, not the students, but the academic or organisational life of the school. They deal with administration and discipline issues, with students referred because of problem in 'real' lessons. Thus, the care system is seen as serving the perceived real purpose of the school rather than the real needs of the students.

When this happens, the system of care and support is perceived by students as merely a tool to ensure their compliance and co-operation with school systems.

It is not perceived as caring for them.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Recognising feelings	<p>On My Own Two Feet <i>Feelings</i> Lesson 1 How would you feel? Lesson 2 Feeling cards Lesson 9 Expressing your feelings p.14, p.18, p.44</p> <p>Relationships and Sexuality Education Resource Materials Lesson 3 Feelings and Adolescence p.37</p>
	2. Respecting my feelings and the feelings of others	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 3 Friendship Lesson 7 Understanding feelings p.19, p.35</p> <p>Relationships and Sexuality Education Resource Materials Lesson 4 Saying How I feel p.47</p>
TWO	1. Self-confidence	<p>On My Own Two Feet <i>Assertive Communication</i> Lesson 8 Giving and Receiving Compliments Lesson 14 Positive self talk pp.58, 94</p> <p>Healthy Times <i>Building Self-Confidence</i> p.109</p>
	2. Body image	<p>On My Own Two Feet <i>Identity and Self-Esteem</i> Lesson 15 Nobody's Perfect p.68</p>
THREE	1. Stress	<p>On My Own Two Feet <i>Feelings</i> Lesson 5 Relaxation Response Lesson 6 Relaxation for Anxiety p.26, p.32</p>
	2. Feelings and moods	<p>On My Own Two Feet <i>Feelings</i> Lesson 4 Fear in a Hat Lesson 8 Feeling Thermometer p.24, p.40</p> <p>Relationships and Sexuality Education Resource Materials Lesson 3 Feelings and Adolescence p.37</p>

INFLUENCES AND DECISIONS

INFLUENCES AND DECISIONS MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.23	p.38	p.52

INTRODUCTION TO THIS MODULE

In a rapidly changing cultural and social context, the skill of responsible decision-making is an important prerequisite for success in adult life. The adolescents of today - the adults of tomorrow - will face choices which cannot be imagined today.

This module asks the students to consider themselves as *influenced* and *influencers*. Just as they have a responsibility recognise and evaluate sources of influence in their own lives, they also have a responsibility to evaluate themselves and the ways in which they influence others. Setting the context for decision making in an exploration of influences in significant - decisions are not made in a vacuum. A responsible decision is not a matter of identifying the consequences of a number of possible actions and choosing the course of action that causes the least amount of harm to the fewest possible people.

Responsible decision making also calls for consideration of the wisdom of authorities - civil law for example, the opinions of parents, the wisdom of adults in general and, for religious believers, the teaching of religion. Decision-making is not a matter of choice....it is a skilled process that must be learned.

WHOLE SCHOOL ISSUES

SCHOOL AS AUTHORITY

School is a significant source of authority for students. The code and rules which regulate school behaviour govern a large part of the daily life of the student. If a young person is to consider seriously the range of authorities in his/her decision making then those school rules must be seen to be fair in expression and implementation. If school authority is seen to be ad hoc, unevenly administered, or unfair - then it is difficult to see how students can be expected to respect school and other sources of authority.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	My heroes	<p>On My Own Two Feet <i>Influences and Decisions</i> Lesson 2 How am I expected to be? Lesson 4 The way we influence one another Lesson 5 Peer Pressure p.15, p.22, p.24</p> <p><i>Understanding Influences</i> Lesson 1 Who influences you? p.12</p> <p>Healthy Choices Who influences my decisions? p.55</p> <p>Relationships and Sexuality Education Resource Materials Lesson 20 Peer Pressure Lesson 15 Family Ties p.194, p.141</p>
TWO	1. Positive and negative influences.	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 4 The way we influence one another Lesson 5 Peer Pressure p.22, p.24</p> <p><i>Assertive Communication</i> Lesson 14 Positive Self-Talk p. 94</p> <p>Healthy Living The people in my life p.185</p>
	2. Making decisions	<p>Healthy Choices Who influences my decisions? Do your own think! p.55, p.58</p> <p>Healthy Times Making decisions in groups p.50</p> <p>On My Own Two Feet <i>Decision Making</i> Lesson 6 A model for Decision Making Lesson 3 Decision Making Styles Lesson 4 Values p.36, p.22, p.26</p> <p><i>Consequences</i> Drug Attitudes p.50</p>
THREE	Making a good decision	<p>On My Own Two Feet <i>Decision Making</i> Lesson 5 Options Lesson 6 A model for Decision Making Lesson 17 First Steps p.31, p.36, p.37</p> <p><i>Understanding Influences</i> Lesson 9 Turning Point p.44</p> <p><i>Assertive Communication</i> Lesson 11 Saying No p.78</p> <p>Healthy Choices 3 Decision, decisions Making your mind up Making Decisions F.A.C.T.S. p.45, p.49, p.51</p>

SUBSTANCE USE

SUBSTANCE USE MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.24	p.39	p.53

INTRODUCTION TO THE MODULE

All of SPHE has a role in developing an informed and sensible attitude to substances. While this module focuses in particular on issues relating to the use and misuse of a range of drugs, other modules which deal with enhancing self confidence and esteem, which seek to develop communication skills and skills for the resolution of conflict and which promote an understanding of the importance of physical and emotional health also relate to the theme of substance use.

This module asks students to explore the question of substance **use** in society - the degree to which a variety of substances is used by people of all ages for a variety of purposes. Students are asked to identify when use becomes **misuse** - when substances are used in inappropriate contexts or in disproportionate amounts. For most young people, it is the misuse of substances - particularly alcohol - which is the greatest threat to their physical and emotional health and well being. Substance **abuse** - the pattern of constant misuse, which has serious physical, emotional and social consequences for the abuser and their family and friends - is also addressed in the module.

While certain substances and their use by young people are the subject of a good deal of media attention and public concern, it is important to note that for the majority of young people, the two most significant and readily available drugs are **nicotine** and **alcohol**. These are given particular place in this module. Information about the dangers of misusing drugs - tobacco, alcohol, solvents or other substances - will not necessarily discourage young people using or misusing any of these things. Most young people are aware of the health and social implications of smoking and drinking, for example, but they are also aware that adults, in some cases in their own families, who may be even more conscious of the negative effects of tobacco and alcohol, continue to smoke and drink!

Cultural acceptance of tobacco and alcohol makes discouraging young people from their use a difficult task. Against this background of acceptance of certain substances, despite their well-documented dangers, it can be difficult to convince young people to avoid other drugs, especially those perceived by young people to be relatively harmless. In addition, just as the adult world accepts that use of alcohol and tobacco is acceptable behaviour, there is a growing belief in youth culture that use of some illegal drugs is also 'acceptable'. What adults may label as deviant, some young people may accept as part of the normal pattern of social life.

This module of SPHE is prepared in the light of this context. It seeks to explore the use of legal and illegal drugs in society - all drugs, used by adults and young people. It does not use 'scare tactics'. The use of 'drug horror' stories can actually encourage the experimentation they were designed to prevent by creating heroes/heroines for youth culture. Similar results ensue from distorting the facts. This module attempts to deal with a complex and emotive issue in a rational manner.

While all SPHE must give cognisance to the cultural and social context of the students, this module in particular will have to reflect the characteristics of the world of the students. Thus, while some schools may want to deal with the use of cannabis in year two of an SPHE programme for example, others might find it necessary to deal with this issue in year one.

WHOLE SCHOOL ISSUES SCHOOL POLICY

Schools need a clearly articulated, informed and sensitive policy on substance use. While the best interests of all students and staff, as well as their health and safety, must be of primary concern to a school, a caring approach needs to be shown to those who may be using drugs or alcohol. Students should be involved in the preparation of such a policy.

In challenging students to avoid the use of illegal substances, schools should strive to provide a drug free environment.

CO-CURRICULAR ACTIVITIES

Co-curricular activities, where students and teachers are often working together towards a common goal, are an important factor in promoting school spirit and a sense of community. But they have particular relevance for the prevention of substance misuse in that they develop personal resourcefulness in students and, in simple terms, give them something constructive to do.

SCHOOL-COMMUNITY LINKS

Such links are significant for a module of SPHE at a number of levels. Firstly, they are important if the school is to be aware of the factors, which impinge on the life of the students outside and after school. If a substance use programme is to be credible for the students then it must take account of the reality of the students' lives. Secondly, such links can help schools to build on work on substance use being done in the informal sector through youth and community groups in the local area. In this way the students can receive a coherent and structured message about substance use that makes sense to them in their own context. Thirdly such links can support the work of parents by involving them in the schools programme and in policy development.

PEER-EDUCATION APPROACHES

Widely used in the informal sector, this student-to-student methodology can be an effective element of a substance use module of SPHE. 'Drug talk' from teacher may be viewed with suspicion by students; from specially trained peers or older students it can have greater impact and credibility.

TEACHING THIS MODULE

Year	Topic	Useful Resources
ONE	1. Why drugs?	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 12 What is a Drug? Lesson 18 The Effects of Tablet Use p.55, p.88</p> <p><i>Consequences</i> Is it worth it? p.10</p>
	2. Alcohol	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 14 Alcohol in our Society p.68</p> <p><i>Consequences</i> Drugs Diagram p. 33</p>
	3. Solvents	<p>On My Own Two Feet <i>Consequences</i> Drug Diagram p. 33</p>
	4. Smoking and its effects	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 15 Smoking - What Do You Know? Lesson 16 The Effects of Smoking p.74, p.81</p> <p>Healthy Living Smoking Education p.217</p>
	5. Smoking - why, why not?	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 17 Smoking-What Do You Think? p.83</p>
TWO	1. The Effects Of Drugs	<p>On My Own Two Feet <i>Feelings</i> Lesson 15 Tranquillisers: The Search for Happiness p.74</p> <p>On My Own Two Feet <i>Understanding Influences</i> Lesson 13 Why People Use Drugs p.63</p> <p><i>Consequences</i> Drug Quiz Drug Attitudes p.46, p.50</p> <p>Drugs – Your Choice Your Life Leaflet available from local Health Board</p>
	2. Alcohol and its effects	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 19 Alcohol: What Do You Know? p.92</p>

Year	Topic	Useful Resources
	3. Alcohol: why/why not?	<p>On My Own Two Feet <i>Understanding Influences</i> Lesson 20 Alcohol: What Do You Think? p.99</p> <p>On My Own Two Feet <i>Decision Making</i> Lesson 11 At the Party Lesson 13 Deciding About Alcohol p.61, p. 75</p>
	4. Cannabis and its effects	<p>On My Own Two Feet <i>Consequences</i> Drug Cards Drug Diagram p.12, p.33</p>
	5. Cannabis; why/why not?	<p>On My Own Two Feet <i>Decision Making</i> Lesson 14 What’s Stopping You p.78</p>
THREE	1. Ecstasy - realities	<p>XTC – ecstasy Leaflet available from local Health Board</p> <p>On My Own Two Feet <i>Decision Making</i> Lesson 15 The Rave Party p.84</p> <p><i>Consequences</i> Drug Quiz Drug Cards Drug Diagram What will I do? p.46, p.12, p.33, p.55</p>
	2. Heroin - realities	<p>On My Own Two Feet <i>Decision Making</i> Lesson 16 Other people’s drug-taking habits Lesson 17 The First Steps p.90 , p.97</p> <p><i>Consequences</i> Drug Cards Drug Diagram Drug Quiz p.12, p.33, p.46</p>

PERSONAL SAFETY

PERSONAL SAFETY MODULES IN THE SPHE CURRICULUM

Year One	Year Two	Year Three
p.26	p.41	p.54

INTRODUCTION TO THIS MODULE

There are two distinct strands within this module. One strand focuses on factors within the physical environment, which may threaten personal safety. Road and fire safety and accident prevention at school and in the home are dealt with in this module. The other strand within this module focuses on the development of personal awareness and skills for self-protection - protection from assault or attack and protection from harassment or abusive behaviour. The module also deals with how to get help in the event of a threat or an assault, or even an anxiety about someone's behaviour or attitude. Other modules - communication skills, and belonging and integrating for example - can also contribute to the second strand of the personal safety module.

WHOLE SCHOOL ISSUES

SAFETY PRACTICES

The observation of good safety practices in school sows the seeds of good safety habits in adult life. If safety is taken seriously in school, it is more likely to be taken seriously outside of school. Teachers will be aware of the school's Health and Safety Policy, and practice associated with this policy. Teachers should also be aware of Children Protection Practices as advised by Children First National Guidelines for the Protection and Welfare of Children (1999).

HELP AGENCIES

Schools should display the names and phone numbers of a range of help agencies on noticeboards throughout the school. Some schools who have their own journals printed include a list of the relevant national and local agencies and their contact numbers. Many of these agencies are happy to visit schools to make presentations to students (see advice on visitors on p.28 of these guidelines). All of these strategies help make the students more aware of the agencies and their services but more importantly, they show how accessing these agencies can be a normal part of self-protection.

TEACHING THIS MODULE

RESOURCES FOR CLASSROOM USE

Year	Topic	Useful Resources	
ONE	Looking after yourself	Healthy Living Safety at School My Road Map Fire Drill p.117, p.119, p.127 Healthy Choices Saying No p.73	
		Healthy Times Keeping Safe p. 75	
		On My Own Two Feet <i>Assertive Communication</i> Lesson 10 Asking for Help p.70	
TWO	1. Accidents at home, at school and on the farm	Healthy Living <i>What is an accident</i> p.122 Safety at School p.117	
	2. Feeling threatened	On My Own Two Feet <i>Assertive Communication</i> Lesson 10 Asking for help Lesson 11 Saying No p.70, p.78 <i>Feelings</i> Lesson 8 Feelings Thermometer Lesson 10 Dealing with Anger Lesson 11 Sidestepping p.40, p.48, p.55 Relationships and Sexuality Education Resource Materials Lesson 21 Take Care p.199	
THREE	1. Recognising unsafe situations	On My Own Two Feet <i>Feelings</i> Lesson 10 Dealing with Anger Lesson 11 Side Stepping Anger p.48, p.55 <i>Decision Making</i> Lesson 12 Being offered a Lift p.68 <i>Consequence</i> What will I do? p.55 Relationships and Sexuality Education Resource Materials Lesson 22 Time to Reflect p.211	
		2. Violence	On My Own Two Feet <i>Feelings</i> Children and Alcohol p.62
		3. Help agencies	On My Own Two Feet <i>Assertive Communication</i> Lesson 10 Asking for help p.70 <i>Decision Making</i> Lesson 16 Other Peoples Drug Habits p.90 Relationships and Sexuality Education Resource Materials Lesson 22 Time to reflect p.211

THE RESOURCES

HEALTHY LIVING – First Year Teacher’s Book and Student Work

HEALTHY CHOICES – Second Year Teacher’s Book and Student Work

HEALTHY TIMES – Third Year Teacher’s Book and Student Work

North Western Health Board
Health Promotion Unit
Ballyshannon
Co. Donegal
Tel: 072-52000 Fax: 072-51287.

SUBSTANCE ABUSE PREVENTION PROGRAMME (SAPP)

Department of Education and Science

Available from the S.P.H.E. Support Services
Marino Institute of Education
Griffith Avenue
Dublin 9
Tel: 01-805 7718 Fax: 01-853 5113

RELATIONSHIPS AND SEXUALITY EDUCATION RESOURCE MATERIALS POST-PRIMARY JUNIOR CYCLE

Department of Education and Science

Available from Drumcondra Education Centre
Drumcondra
Dublin 9

PASTORAL CARE JUNIOR CYCLE WORKBOOK

J.M. Feheny
Folens Publishing
Tel: 01 451 5311
info@folens.ie

USEFUL ADDRESSES

**USEFUL ADDRESSES FOR
RESOURCES AND
INFORMATION ON HEALTH
EDUCATION****Health Promotion Unit**

Department of Health
Hawkins House
Hawkins Street
Dublin 2 Tel 01 6714711

Irish Cancer Society

5 Northumberland Road
Dublin 4 Tel 1800 200 700

Irish Heart Foundation

4 Clyde Road
Dublin 4
01 6685001 Fax: 01 6685896

**Mental Health Association
of Ireland**

Mensana House
6 Adelaide Street
Dun Laoghaire
Co. Dublin
Tel 01 2841166 Fax 01 2841736

National Youth Council of Ireland

3 Montague Street
Dublin 2 Tel 01 4784122

National Youth Federation

20 Lower Dominick Street
Dublin 1 01 879933

**HEALTH BOARDS HEALTH
PROMOTION OFFICES****South West Area Health Board**

15 City Gate, St. Augustine Street,
Dublin 8.
Tel 01-670 7987 Fax 01-670 7978

East Coast Health Board

APC Building, Boghall Road, Bray,
Co. Wicklow.
Tel 01-276 5682 Fax 01-201 4201

Northern Area Health Board

Unit 2 Swords Business Campus,
Balheary Road, Swords, Co. Dublin.
Tel 01-8407059 Fax 01-840 7446

Southern Health Board

Health Promotion Office
Eye, Ear and Throat Hospital, Western
Road, Cork City.
Tel 021- 4923480 Fax 021-4923494

North Eastern Health Board

Health Promotion Office, Railway
Street, Navan, Co. Meath.
Tel 046-764000 Fax 046 - 28818

South Eastern Health Board

Health Promotion Office
Kilkenny City,
Co. Kilkenny.
Tel 056-61400 Fax 056-64112

North West Health Board

Health Promotion Office,
Ballyshannon, Co. Donegal.
Tel 072-52000 Fax 072-51287

Western Health Board

Health Promotion Office, Shantalla
Clinic, Galway
Tel 091-523122 Fax 091-529416

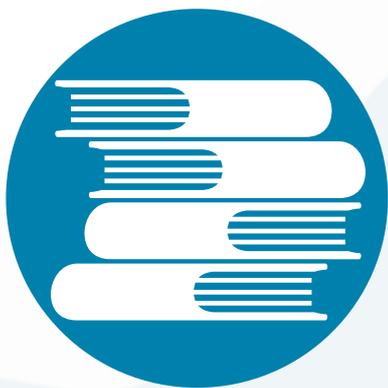
Mid-Western Health Board

Health Promotion Office, Parkview,
Pery Street, Limerick
Tel 061-483218 Fax 061-483356

Midland Health Board

Health Promotion Office
The Mall, 3rd Floor, William Street,
Tullamore, Co. Offaly.
Tel 0506-23588 Fax 0506-46747

Assessment and social, personal and health education



ASSESSMENT AND SOCIAL, PERSONAL AND HEALTH EDUCATION

Assessment is part of the activity of teaching and learning – once we begin to design and plan teaching and learning for social, personal and health education, then the issue of how to design and plan for the assessment of student progress in SPHE needs to be considered.

However, for some teachers the idea of assessment may seem contrary to the underpinning principles of SPHE. Assessment appears to be about competition. SPHE is about participation. Assessment seems to be about measuring achievement. SPHE is about helping everyone to achieve. Assessment can assign students to pass and fail categories but SPHE seeks to offer all students an opportunity to experience success.

Such tensions arise from an understanding of assessment as the **measurement of learning**. From this perspective, SPHE poses a number of measurement challenges. If SPHE has a strong affective dimension for example, how can ‘progress’ in feelings and attitudes be ‘measured’? One response to this is to confine assessment in SPHE solely to its cognitive aspects – thus what students *know* about drugs for example is classed as ‘assessable’ but their *attitudes* to substance use are not. Another response to the assessment problem is to restrict assessment to self-assessment only and to use ‘assessments’ based on worksheets where the students describe their attitudes and whether they enjoyed the lesson/series of lessons, and why they did so.

However, in recent years, with the advances in understanding of how learning takes place and how learners negotiate their way through classroom activities, new understandings of assessment are beginning to emerge. These understandings arise from one fundamental shift – from seeing assessment only as the measurement of learning to a new understanding of its role in the **promotion of learning**.

NEW UNDERSTANDINGS OF ASSESSMENT

These new perspectives are having an impact across the curriculum as the focus in assessment activity begins to move from an emphasis on the assessment **of** learning to include assessment **for** learning. Assessment is being replaced within the process of teaching and learning from its traditional position after the learning has taken place to a new place at the heart of the learning process. Within this new understanding a number of key features of assessment can be identified. These features apply, not only to social, personal and health education, but to assessment right across the curriculum:

- Assessment should be a continuous part of teaching and learning process, involving students as well as teachers in identifying strengths, weaknesses and the next steps in the learning process.
- The most valuable assessment takes place at the site and time of learning
- Assessment should provide the basis for effective communication with parents, students and all the partners in the learning process
- The choice of assessment tools should be based on the nature of the learning they are designed to assess and the purpose which must be served by any information collected.

Assessment used to be considered as the collection of information by the teacher so that s/he could plan more effectively. This is still the case, but a greater focus is now placed on the sharing of that information with the learner so that the learner himself/herself can plan for better learning. A new emphasis is also being placed on the teacher facilitating the collection of information by the *learner* to allow for self-evaluation to take place.

The main features of assessment *of* learning and assessment *for* learning are set out below.

Assessment <i>of</i> Learning	Assessment <i>for</i> Learning
Happens after the learning takes place	An integral part of the learning process
Information is gathered by the teacher	Information is given to the learner
Information is usually transformed into marks or grades	Information is available on the quality of the learning
Comparison with the performance of others is important	Comparison with aims and objectives is important
Looks back on past learning	Looks forward to the next stage

It is important to avoid seeing the two as opposing or contradictory practices. While the **assessment of** learning will always have a place in education and in classroom and school practice, the development of assessment **for** learning offers new opportunities for teachers working in certain areas of the curriculum who have found the more traditional approaches to assessment unsuitable for their needs or for the needs of their students.

ASSESSMENT FOR LEARNING AND SPHE

One of the most important elements of assessment for learning is the new emphasis on feedback. This is particularly significant for social, personal and health education with its focus on students self-awareness and self esteem. Advocates of assessment for learning suggest that assessment without feedback disconnects assessment from the teaching and learning process; it becomes a classroom routine or a strategy to maintain discipline. While information on pupil achievement, or on the quality of learning may be collected and may even be recorded, true assessment only occurs, it is suggested, when that information is shared with the learner.

How the information is shared with the learner is important. Marks, scores and rank orderings are of little value. This applies across the curriculum, not simply in SPHE. Research has shown that students respond to constructive comments much more so than to marks or grades. Only the very highest achieving students are motivated by scores alone.

In order to support good assessment practice in SPHE classrooms, teachers need to develop an 'assessment tool kit' made up of a wide variety of approaches to assessment ranging from classroom tasks, to homework to more structured assessments which might be used at the end of a module.

DEVELOPING AN ASSESSMENT TOOL KIT

Teachers use assessment tools all the time, often without being aware that they are doing so. Asking students questions, for example, is a form of assessment with which most teachers would be familiar. Most teachers give written tests at the end of units of work or assign activities for completion at home as a means of assessment. However it is worth noting, as stressed above, that neither the asking of questions nor the setting of tests constitutes assessment until **feedback** is given to the learner arising out of the assessment activity.

CHOOSING THE RIGHT ASSESSMENT STRATEGY

In selecting an assessment strategy teachers need to give consideration to a range of factors that can be grouped under three headings;

- the nature of the learning being assessed
- the needs and abilities of the students
- practical and organisational factors.

The outcomes offered at the end of each module can guide this selection.

Outcome	Assessment Strategies
<ul style="list-style-type: none"> • have examined the characteristics of a good friend <p>Y1 Friendship, p.19</p>	<p>Students prepare an advertisement for a magazine under the heading <i>Good Friend Wanted</i></p> <p>Students design a 'Friendship' Home Page for a new web site to be called www.friend.com.</p>
<p>Feedback strategy</p> <p>Are the characteristics discovered in class included in your ad?</p> <p>What ones have been left out? Which is your favourite ad/website and why?</p>	

Notice how in this example the assessment has been fully integrated into the teaching and learning strategy. The web page idea could be introduced at the beginning of the lesson and the whole lesson designed around constructing the website. The feedback encourages the student to learn more and to learn from the work of others. The feedback is not in the form of grades or marks or descriptions of the quality of the work. It is in the form of a dialogue between the learner and the teacher.

In the following example however a different approach to assessment is needed because the outcome being assessed is of a different type.

Outcome	Assessment Strategies
<ul style="list-style-type: none"> • be able to name the symptoms of common ailments <p>Y2 Physical Health, p.33</p>	<p>Students design a matching exercise between symptoms and illnesses for different target groups – for ten year olds for example, or for pensioners.</p> <p>Students complete a 'matching exercise' between symptoms and illnesses</p>
<p>Feedback strategy</p> <p>What would a person learn from completing your test?</p> <p>Why have the tests to be different?</p> <p>Did you find the matching exercise easy/difficult?</p> <p>Which parts were hardest and why?</p>	

Notice again that the first of the assessment strategies could be integrated into the teaching and learning. The feedback is again in the form of a dialogue – the second component could be supported by students questioning one another. A further modification would be to offer the students a choice - students themselves could choose which assessment strategy to use.

THE NEEDS AND ABILITIES OF THE STUDENTS

The principles of differentiation apply to social, personal and health education as to any other area of the curriculum. The design of teaching and learning to meet the diverse learning needs of a class group is a key feature of the professional role of the teacher. Differentiation - correctly matching the work expected from students with their ability to do it - is often one of the most challenging and technically demanding tasks associated with pedagogy. For many teachers, this design process is almost intuitive – teachers support different approaches to learning through a wide range of materials, through different styles of questions and classroom tasks and activities and through different forms of assessment as part of their professional practice. **Additional support on differentiation for students with special needs will be available in the Guidelines for Teachers of Students with Mild General Learning Disabilities.**

It is important to remember that the needs of a student or groups of students can vary over the course of a term, even over the course of a day. Teachers know that last period on Friday needs careful planning and management while first on a Monday calls for stimulation and variety! The selection of assessment strategies should be governed by the same principles of differentiation. For example

Outcome	Assessment Strategies
<ul style="list-style-type: none"> • have identified specific personal goals for third year <p>Y3 Belonging and Integrating, p.44</p> <p>Students are a mixed ability grouping, lesson is scheduled for early morning</p> <p>Feedback strategy</p> <p>Why would the charter or card be worth keeping?</p> <p>Rank your goals from what you consider to be the easiest to the most difficult.</p>	<p>Students complete MY CHARTER FOR THIRD YEAR which can be completed under the following headings <i>school, leisure, friendship, family</i> or</p> <p>Students write congratulations cards to themselves imagining that they have achieved their goals for third year</p>

Notice that a choice of activities is given to enable students who find written exercises difficult to choose an alternative activity. The provision of prompts by way of the categories is also useful – some students find writing without guidelines particularly difficult. The activities are written and individual – for some classes group work can be hard to engage in during early morning lesson (although for other class groups this may be the ONLY time to engage in group work!) Again there is potential to integrate the assessment into the learning and teaching.

The example below is a further illustration of differentiation by outcome.

Notice how the use of pictures and active learning in the assessment can engage the students from the beginning. The inclusion of the workbook or folder for an outcome that includes a strong personal dimension is important.

Outcome	Assessment Strategies
<ul style="list-style-type: none"> • have explored their own emotional responses and those of others around them <p>Y1 Emotional Health, p.22</p> <p>Class group has a significant number of students with poor reading ability and low concentration levels</p> <p>Feedback strategy What would someone learn about you from looking at the picture you chose? Which picture was the hardest to find? Which one was the easiest?</p>	<p>Students are given a list of emotions</p> <p>Anger Sadness Happiness Frustration.</p> <p>They are asked to select photographs from newspapers or magazines which illustrate these emotions and to cut them out and paste them on a sheet next to the word. They also have to choose a picture for an emotion they feel often and put it in their workbook/folder or paste it on the cover.</p>

PRACTICAL AND ORGANISATIONAL FACTORS

If the SPHE class is scheduled for one period per week - the most common timetabling practice in schools – then a meaningful task for completion at home can serve both as an assessment strategy and as a means to support continuity between the lessons. For home tasks to serve this function they must

- Challenge students to build on the work done in class
- Engage students in creative and meaningful activities
- Encourage students to do their own thinking and research
- Be followed up/used in the next lesson/presented to teacher or peers.

Work done at home which is merely checked for completion when presented in class is generally seen as a chore and work ‘to do for the teacher’. Creative and imaginative tasks on which students receive positive feedback engage them more readily and is seen as work they are doing for themselves. The outcome of this form of assessment can be used for the SPHE folder or workbook (see recording and reporting p.66).

Outcome	Assessment Strategies
<ul style="list-style-type: none"> • have examined the potential hazards in travelling to and from school <p>Y1 Personal Safety p.26</p> <p>Feedback strategy Students are presented with a check list for their own work and asked to apply the list and see how many of the boxes be checked. There are a number of variations on this type of feedback strategy:</p> <ul style="list-style-type: none"> • The check list can be prepared by the teacher in advance and given to the students before they undertake the work (see example). • The check list can be prepared by the teacher in advance and given to the students after they have completed the work. • The check list can be prepared by the students themselves or by a group of students after the work is complete (see example). <p>Each of these variations offers different levels of learner participation in the assessment process.</p>	<p>As a home task, following a lesson on road safetyawareness, students are asked to monitor dangers or risks they observe on the journey to or from school on three days in the next week. To do this they are given the ‘Risky Business’ worksheet. (see example) The sheets are used as the basis for group work as follows.</p> <p>One group of students prepares ‘Crimeline’ style presentations to the class outlining what they saw and what happened.</p> <p>Another group prepares the questions to ask after the presentation.</p> <p>Another group collects information from the rest of the class to find the most dangerous places on the way to school. These are put on a poster for the school notice board and magazine.</p> <p>A fourth group composes a letter to the local Garda station informing them of the findings of the class.</p>

SAMPLE WORKSHEET

Risky Business ✓			
Date and Time	Location	Description/nature of risk	Who was at risk?

This worksheet can have as many spaces as is agreed with the class and can be extended to include more sophisticated analysis – how might the risk be avoided, for example.

SAMPLE CHECKLIST FOR WORKSHEET ACTIVITIES

Risky Business ✓		
	Yes	No
What to look for		
Information about risks travelling to and from school		
Suggestions about making journeys safer		
Good reasons why road safety is important		

As with the worksheet itself, this can be made more sophisticated if needed. An ‘in-between’ category such as ‘in places’ or ‘might be better’ can be added at the teacher’s discretion. The use of checklists like this, and student involvement in their preparation all enable and support the active participation of the learner, not just in their own learning, but in reflection on how that learning took place.

RECORDING/REPORTING IN SOCIAL, PERSONAL AND HEALTH EDUCATION

The new understandings of assessment as a part of learning, together with proposals for developing assessment across the curriculum at junior cycle, offer an ideal opportunity for teachers of SPHE to develop skills in a wide range of assessment practices. The development of these skills will be an important support for teachers in meeting the requirements of the Education Act (1998) to report to parents on the progress of their children.

Parents/guardians have always received information on the progress of their children through parent teacher meetings, or through formal reports, usually at the end of term. In addition, many schools operate a student journal which must be signed by a parent/guardian. The entitlement for parents to receive information on the progress of their children is now supported by legislation. SPHE, as part of the curriculum for all students is included in this process.

Reporting to parents on student progress in SPHE is a challenging task. It is unlikely that teachers of SPHE will be equipped with a set of percentage marks or grades when meeting parents or filling in reports. ‘Co-operative in class’ and ‘participates well’ don’t really give an account of student progress! And in meeting parents, there can be a temptation for teachers of SPHE, given the absence of marks or grades, to give an account of the personality of the student rather than the quality of the work they have done in SPHE.

Using a wide range of assessment tools will give teachers greater resources on which to base reporting. Good practice in reporting on SPHE should include;

- the outcomes of the module taught during the term/reporting period
- evidence of the degree to which that the student concerned achieved those outcomes
- suggestions for how the student might improve in the next module.

The latter are particularly significant if the report or feedback is based on a previous terms work, or a test or assessment which is over. Information on how well a student did is of far less use than information on how they can improve in the future. A comment or mark which indicates that a student did not do well without any concrete suggestions for how that student can do better has a negative impact on student motivation. In this regard, a distinction needs to be made between exhortations to do better (‘must do better’) written on a piece of work or a report and **guidance** on how to do better. It is the latter which can encourage a student in the next phase of work. The former can have the opposite effect.

THE SPHE PORTFOLIO

Good reporting is based on good recording. But recording need not always be a record by the teacher of student work or progress; it can also be a record held by the student in a folder or workbook format. The keeping of such a folder/workbook/portfolio is strongly recommended for SPHE. It can serve;

- as a record of work done
- as a basis for reporting to parents
- as the basis for the award of a school ‘certificate’ (see SPHE and the Junior Certificate examination below)
- as a source of positive feedback
- as information at the point of transfer to another teacher/class or school
- as a basis for student self-assessment
- as an important home-school link.

The criteria for including items in the folder/workbook/portfolio need to be clearly specified and agreed with students. Not all material completed by students is suitable for inclusion – the portfolio is not confidential or private for example. Criteria for inclusion might include, fully completed work, or work on which feedback has been given. Some teachers find it useful to ask students to include only that work which is a reflection of their best effort, others encourage students to be discriminating by allowing only a certain number of items to be included.

The portfolio is not simply a collection of samples of work; it is a record of progress and achievement. As such, an item for inclusion in the portfolio needs to be given formal recognition. One means of doing this is to include a portfolio label with every item included. A sample is given below – different formats can be adapted to meet different class, school or teacher needs. If an item is to be included, the teacher can provide the student with the label for completion. The sample below includes a teacher signature as well as a student signature.

The portfolio can be made available for meetings with parents as evidence of student work in SPHE. It is not suggested that each item for inclusion be graded or marked; however, teachers may wish to make an overall assessment of the portfolio using the following criteria as guidance

AN EXCELLENT PORTFOLIO/AN A GRADE

All the items in this portfolio have been carefully selected by the student. Well-thought out reasons for the inclusion of each item are given. The portfolio is complete and includes the number of items specified. The portfolio itself is neat and well presented.

A GOOD PORTFOLIO/A B GRADE

Most of the items in this portfolio have been carefully selected by the student. Well-thought out reasons for the inclusion of most items are given. A few items might need more consideration. The portfolio is complete and includes the number of items specified. The portfolio is neat and well presented.

A PORTFOLIO TO BUILD ON/A D GRADE

Some of the items in this portfolio have been carefully selected by the student, but a few seem to have been included without completed labels. The portfolio is not complete and does not include the number of items specified.

These criteria are for guidance only – teachers can have as many categories as they find useful. Whatever criteria are used, they should be given to the students. A modification of this process would be to allow the students to assign a grade themselves, using the criteria. Practice shows that they rarely differ from the teacher’s own assessment!

If these criteria are used, then it is vital that practical strategies for improvement in the next phase of the portfolio are given to the students.

Social Personal and Health Education Portfolio	
Title of item selected	<input type="text"/>
Date of selection	<input type="text"/>
Module	<input type="text"/>
Reason for selection	<input type="text"/>
Student signature	<input type="text"/> Teacher signature <input type="text"/>

A RECORD SHEET

In addition to/instead of the portfolio strategy for recording and reporting a record sheet based on the outcomes of the SPHE curriculum can be useful resource for student self-assessment.

A sample of such a sheet is included below. This sheet relates to the Influences and Decisions module in Year 2 (p.38).

Influences and Decisions			
<i>As a result of participating in this module</i>	<i>Definitely – I have really made progress!</i>	<i>Yes – I have done this</i>	<i>Not really – I don't think this describes me</i>
I have evaluated some of the strongest influences on attitudes and behaviour			
I am aware of my own role in influencing the behaviour and attitudes of others			
Have developed my decision making skills and am aware of the need for reflection during the decision making process			

SPHE IN THE JUNIOR CERTIFICATE EXAMINATION

The curriculum for SPHE at junior cycle makes it quite clear that SPHE will not be included in the Junior Certificate examination as that examination is currently configured. There are no plans to introduce an exam paper in SPHE, or an examination of a project or coursework booklet. SPHE does not sit easily with the kinds of assessment usually associated with assessment for certification.

Under current arrangements it is not possible to refer to participation or achievement in Social Personal and Health Education on the Junior Certificate awarded to students at the end of junior cycle. Future development may allow for the inclusion of a broader range of achievements than examination results on the certificate. In the interim, schools might consider awarding a certificate of their own to students at the end of their junior cycle course in SPHE.