



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to value their individual characteristics, abilities and achievements and those of others. This is part of building the child's self-esteem. Self-esteem is the value one places on one's self. Children with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others.

Children with low self-esteem may make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase the risk of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ **Ask your child to say one positive thing about:**
 - The way s/he looks ...
 - What s/he is like as a person ...
 - What s/he can do ...
 - What s/he has achieved ...

- ▲ **Discuss with your child how we are made feel special and how we in turn can make other people feel special:**
 - People at home ...
 - People at school ...
 - People in the neighbourhood ...

- ▲ **Plan something you could do together to make someone feel special.**

- ▲ **Make a collection of pictures from newspapers and magazines which portray people's special talents.**

- ▲ **Display a collection of family photographs which show your family's special gifts/ talents.**



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide the children with opportunities to explore what happens when friends fall out. Friends play a significant role in the lives of children. As children interact with friends and share their experiences, their understanding of the world expands beyond that based on their own experiences. Through the feedback they receive from others children learn to see themselves as others do. Providing children with opportunities to help them understand the nature of friendship in their lives helps them to relate better to each other and lays the foundation for understanding the nature of the peer group as they grow older.

The following are suggested activities which you might like to undertake at home with your child.

▲ **Ask your child to think about a good friend or friends:**

When did you first meet? What do you remember about the first time you met each other?

How did you make friends? Who said hello first? What did you talk about? What did you do?

What did you like about your friend that first time? Why do you think you became friends?

What kinds of things do you like doing together?

Can you remember the funniest/the kindest/the most surprising thing your friend ever did?

Did you ever have any adventures together?

▲ **Your child may be willing to talk about an argument s/he had, or is having, with his/her friend:**

Are you having an argument with someone today or have you had one recently?

How did the argument start?

How did you feel when you were arguing?

How do you think your friend is feeling?

Can you think of a way you could be friends again? What would stop you from making friends?

Why not decide to make friends again very soon? What will you do?



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to appreciate how family members relate to each other. Family relationships play a significant role in the lives of children. Family life helps children to develop a greater understanding of their own world and prepares them for relating to people in the wider world outside the home. Parents and teachers can provide children with activities designed to help them think about their relationships with others, at home and outside.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ **Talk about the people in your house and how you relate as a family. Could you name one thing each person in this house does**

- a) to help us be a happy family?
- b) to provide/prepare food for the family?
- c) to look after clothes for the family?
- d) to share the housework?
- e) to organise celebrations/make birthdays special?
- f) to help us to solve problems?

- ▲ **As a follow-on to the above, perhaps you could organise a family meeting to talk about family life, listen to everyone's ideas and opinions and make plans for more caring, sharing, fun and communication.**

- ▲ **At the family meeting, or with individual family members, your child in Third Class, who is doing this Home-School Links page with you, could record what is said and use the information to design a Family Charter.**

- ▲ **A Family Charter could be an outline of family policy on aspects of your family life:**

In our home we show respect for each other ...

We care for each other by ...

We listen to each other when ...

We talk to each other ...

We help each other by ...

We have fun together when we

We share the housework according to the rota for shopping, cooking, dusting, vacuuming, laundry, etc.

- ▲ **A Family Housework Roster to be tried and reviewed after a limited period could be organised and agreed on by the family members.**



Home School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify people whose job includes child safety. Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, electricity, etc.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ Talk about the people who help your child.

Who are they? Why does s/he expect them to help?

What are the words s/he would use to describe them?
- ▲ Who could your child go to in the following situations? Who would s/he ask for help? What would s/he say to them?

If s/he got lost in the shopping centre?

If s/he were at the cinema, a football match or fairground and got lost in the crowds?

If s/he were outside playing and a grown-up s/he didn't know drove up in a car and asked directions to somewhere?

If your child were in the park and a grown-up s/he didn't know asked him/her to help find a lost dog?

If your child got a pain when going to the toilet?

If your child took a short cut home from school even though you said it was dangerous. Friends persuaded your child to go this way. Now they say they will tell you (parent/guardian) unless your child goes home that way every day.
- ▲ Practise with your child, by acting out some of the above situations, exactly how s/he would react, where s/he could go and what s/he would say and do.
- ▲ Perhaps you could arrange that you and your child would talk to the people s/he would expect to help and discuss how s/he might contact them in your absence. Record addresses/telephone numbers, etc. as appropriate.



Home -School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify feelings and emotions and to learn how they may be expressed in an acceptable manner. Feelings and emotions are a very important and complex part of children's experiences. The ability to express feelings in appropriate ways involves being aware of, identifying, acknowledging, accepting and managing them.

The following are suggested activities, some of which you might like to undertake at home with your child. Please be assured that what you discuss with your child at home is private to your child's life and your family situation and your child will not be asked to talk about it in school.

- ▲ **Ask your child what s/he learned in school about this theme, Feelings. You may hear that words for feelings were arranged alphabetically in school -**

**Afraid Brave Cross Delighted Embarrassed Frustrated Glad Happy
Impatient Jealous Kind Lonely Merry Nervous Overcome Pleased Quiet
Restless Surprised Thrilled Unhappy Valued Worried.**

Talk to your child about his/her feelings, e.g.,

Which feeling do you have almost every day?

Why do you feel like this?

How do you express this feeling?

- ▲ **This may lead to a discussion on how feelings are expressed in your family - love, happiness, sadness, anger, etc. You and your child might share your feelings on situations you have both experienced, e.g.,**

When ... died I felt ...

When it was my birthday I felt ...

- ▲ **Poems and recipes about feelings may have been written in class and you and your child might like to make up others such as:**

**Happiness is ...
fine weather,
blue skies,
holiday time,
good times with friends,
a welcome home and a hug.**

**Sadness is ...
a fight with someone I love,
having no one to play with,
a disappointment,
a lost dog,
a broken promise.**

A Recipe For Sadness

**Ingredients
100g grey clouds
100g black thoughts
100g salty tears
A teaspoon of sighs.**

**Method
Blend the dark clouds and
black thoughts together.
Add the salty tears.
Add the teaspoon of sighs.
Bake in an empty room.**



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide the children with the opportunity to learn about the care that needs to be taken by a mother while waiting for her baby to be born. Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour.

The following are suggested activities which you might like to undertake at home with your child.

▲ **Discuss with your child the arrival of a new baby in the family circle:**

Where was ... (baby's name) before s/he was born?

Do you know how long ... was inside ... (mother's name), in her womb?

What kind of food is ... given?

What did ... eat before s/he was born? (Food/nourishment from the mother was carried to the baby through a feeding tube called the umbilical cord)

What happens to the umbilical cord when the baby is born? (The nurses tie it up and cut it off in the hospital. What is left is the navel which some people call the 'belly button').

▲ **Perhaps you and your child could visit and 'interview' someone who is expecting a baby or has recently given birth:**

What special care does a Mammy need to take before a baby is born?

What special care does she take about what she eats/drinks?

What does she do about exercising and resting?

How can other people in the family help?

▲ **A question most children will ask is 'How did the baby get out of the Mammy?' The simple answer is, 'Through an opening in the Mammy's body called the vagina'. Detailed descriptions of labour and birth are not necessary. The accompanying poem, 'It's Me!' by Clare Maloney, may/may not have been read in class and it may be appropriate to read it at home with your child.**



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to learn about their sensory organs and their functions. This links with the theme of My Body where young people are given information and language related to how the body works. It is important that children learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their bodies' physical changes so that they can communicate confidently about themselves.

The following are suggested activities which you might like to undertake at home with your child. As situations occur naturally in the home, you may be able to conduct some of the experiments related to the senses, e.g., Sense of Taste Experiments at mealtimes.

- ▲ **Ask your child to tell you what s/he learned in school about the five senses. Collect pictures from newspapers and magazines showing people using their senses, e.g.,**

Sight/Eyes:	reading a book or looking at a scenic view;
Hearing/Ears:	listening to someone or wearing headphones;
Smell/Nose:	smelling flowers, perfume or food;
Taste/Tongue:	licking an ice-cream or eating an apple;
Touch/Skin:	shaking hands, embracing, or holding an orange.

- ▲ **Together, you might try some of the following experiments:**

Investigate Ears - A Hearing Experiment

Sitting together in the house listen to the sounds you can hear. Name these sounds and identify those which are inside and those which are coming from outside. If you sit outside distinguish between sounds that are near and those far away. Further differentiation could be between sounds that are soft/harsh; loud/quiet; gentle/grating; musical/raucous; pleasant/awful; animal/human; natural (bird-song)/mechanical (traffic).

Investigate the Tongue - A Taste Experiment

Different parts of your tongue send messages to the brain about different tastes. You can prove this by putting sugar, salt, tea (this is a test for bitterness) and lemon (to test for sourness) on different parts of your tongue. Test where you get the strongest taste of sugar. Is it on the tip, side or back of your tongue? Do the same with salt, tea and lemon. Make a map of the tongue, marking in the areas where you get the strongest taste of a particular food. You should find the tip is best for sweetness; the side for sourness; the back of the tongue for bitterness and the sides of the tip for saltiness.

Investigate Eyes - A Sight Experiment

Sitting together in a well-lit room, ask your child to look into your eyes. What colour are they? (The coloured part of your eye is called the iris. The dark middle part of your eye is the pupil. The pupil is actually a tiny opening that lets in light. Its size changes, opening wider in the dark to let in more light.) Ask your child to notice the size of your pupils. Close your eyes and cover them with your hands for ninety seconds. Open them and ask your child to look into your eyes again. What difference does s/he notice in the pupils? Why are the pupils much bigger now?



Dear Parents,

The aim of this lesson is to provide children with opportunities to understand the changes taking place during growth to adulthood. It is important that children realise that differences in growth patterns are normal. Children experience a range of life changes as they grow.

The following are suggested exercises which you might like to undertake at home with your child.

- ▲ **In school, your child may be completing a personal record chart on Growing and Changing. If you are asked for some information you could use the opportunity to discuss your child's growth and development. Talk to him/her about when s/he was a) a baby, b) starting school, c) starting Third Class, and discuss things s/he could do, how s/he communicated thoughts and feelings, people s/he was close to and how s/he contributed to home life.**

- ▲ **Talk to your child about your own growth and development. Encourage your child to ask you questions. Together, list the differences and the similarities between your story and his/hers:**

When I was a baby (from what you were told by others):

Child:	My hair was ... (fair and curly)	
Parent/Guardian:	My hair was ... (fair and straight).	
Child:	I loved to ... (crawl on my hands and knees).	
Parent/Guardian:	I loved to ... (roll over and over).	etc.

When I was starting school:

Child:	I was able to ... (ride a bicycle).	
Parent/Guardian:	I was able to ... (cycle also).	
Child:	My favourite toy was ...	
Parent/Guardian:	My favourite toy was ...	etc.

When I was starting Third Class:

Child:	My ... (writing?) was good but my ... wasn't great.	
Parent/Guardian:	My ... was good but my ...wasn't great.	
Child:	I liked playing ...	
Parent/Guardian:	I liked playing ...	etc.

- ▲ **Together, you and your child could cut out newspaper and magazine pictures showing people of different ages engaged in activities appropriate to their age: a baby crawling; children in a playground; teenagers at a concert or playing sport; adults at a meeting, at work or shopping. These pictures may be useful for the Art Activity, A Montage of Ages, being done in school. You could also make your own montage at home by cutting around the pictures and sticking them onto a page, arranged in a new picture composition.**

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to make decisions and to discuss the factors which influence personal decisions and choices. These include personal wishes and desires, moral values, what one knows is right, social constraints, peer and media influence. Living life to the full involves solving problems and making decisions and choices. Such processes may be encountered as an individual or as a group. Trying to solve children's problems or to resolve their difficulties for them instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ **Look at decisions that affect you, your child and your family. Design a poster to be hung in the kitchen which will be a reminder of good practice. The following are examples only:**

Five Ways to Solve Arguments

- Listen to each other**
- Speak calmly**
- Use respectful language**
- Look at the argument from the other person's point of view**
- Share points of view about which you agree**

Five Ways to Develop Relationships in the Family

- Share fun and laughs**
- Share the housework**
- Share your problems**
- Share your good news**
- Share your love for each other**

- ▲ **Talk to your child about the consequences of decisions, what would happen if:**
 - You shouted at ... because s/he changed the television channel?**
 - You decided not to wear your uniform to school as required?**
 - You went to ...'s house after school without telling me?**
 - You got up early and surprised me by preparing the breakfast?**