



Home-School Links

First Class 1 Things I Like To Do

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to talk about things they like to do. This gives children an awareness of themselves and helps to build their self-esteem. Children's self-esteem is built up by the positive messages they receive about themselves from adults who are important to them. Children's self-esteem is damaged by negative messages. When we ask children what they like to do we are giving them a message that we value their thoughts, feelings and actions. We show we care by listening to them, giving them our time and attention, and acknowledging that they are special.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Things I Like To Do**:

The following questions may help to begin a discussion:

What do you like to do on Saturdays? Why?

Is there anything you have never done but would really like to do?

Why would you like to do this?

Or

Finish these sentences:

On my perfect day the weather would be ... (sunny, snowy, wet, ...)

I would go to ... (school, my room, the zoo, the farm, ...)

I would be with my ... (friend, brother, sister, Mammy, Daddy, ...)

I would be ... (drawing, reading, playing, looking around, ...)

I would see ... (my teacher, my friends, my family, the animals, ...)

I would hear ... (my teacher, my friends, my family, the animals, ...)

We would have ... (ice cream, pizza, chips, sandwiches, ...)

At the end of the day I would feel ... (happy, sad, glad, cheerful, tired, ...)

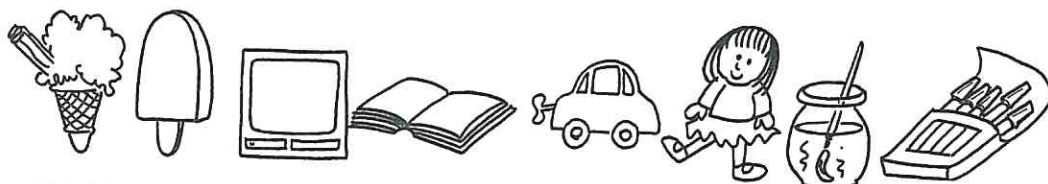
Or

Draw a picture, on the back of this page, under the heading:

Things I like to do:

Or

Ask your child to mark and talk about his/her preferences here:



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Home-School Links

First Class 2

My Friends

Dear Parents/Guardians,

The aim of this lesson is to provide children with further opportunities to explore what being friends can mean. Friends are important in the lives of children. As they play and share together their understanding of the world expands beyond that based on their own experiences. As adults, we can encourage children's friendships and use suitable occasions and opportunities to help them appreciate the value of friendship.

The following are suggested **Home Activities** for **parents/guardians** to undertake at home with their **children** on the theme **My Friends**:

Talk about friendship using opening questions such as the following:

What makes a good friend?

What kind of things does a good friend do?

What kind of things do good friends say?

Or

Invite discussion on your child's close friends:

Have you a close friend?

How does your friend show his/her friendship?

Are you a good friend?

How do you show that you are a good friend?

Or

Completing the following sentences together:

Good friends are ... *(fun to play with, good to talk to, kind)*

My good friends are ...

The things I like to do with my friends are to ...
(play football, go bowling, play skipping)

I can be a good friend too, by ... *(sharing, helping, listening)*

Or

Draw a picture, on the back of this page, under the heading My friends





Home-School Links

First Class 3

My Family

Dear Parents/Guardians,

The aim of this lesson is to provide the children with opportunities to identify ways in which family members can help one another and to understand that all families are not the same. Children coming from different home backgrounds will have a different experience of family life. Because they are egocentric at this age they will assume that everybody comes from a family similar to their own.

The extended family - grandparents, aunts and uncles or separated parents - are family even though they do not live in the family home. Family friends, lodgers, au pairs, foreign students and guests may live in the same house as the child and enjoy a close relationship with them.

The following are suggested **Home Activities** for parents/guardians to undertake with their children on the theme **My family**:

Draw a picture, on the back of this page, showing the people who live at home, under the heading My family.

Or

Talk about family life, using questions such as the following, to open the discussion:

What do you like us to do together as a family?

Why do you like doing this?

How do you help?

Or

Talk about the extended family - grandparents/aunts/uncles/cousins:

Which of your relations do you like to visit? Why?

Can you name all the people in that family?

Who is the oldest? Who is the youngest?

What is the same/different about our family and their family?

Or

Look at family photos and talk about the occasions when they were taken.





Home-School Links

First Class 4

Keeping Safe

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify people, places and things which threaten personal safety, and to develop strategies for keeping safe. It is important that children get the same messages at home and in school about keeping safe so that they are sure how to react, who to talk to and what to do if they ever find themselves in an unsafe or dangerous situation. It is not intended to frighten children but to give them skills which will help to protect them if necessary.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Keeping Safe**:

Talk about everyday situations which children experience, using questions such as:

Did any of your friends in school ever suggest that you might take a risk or "do a dare"? If "yes" would you like to tell me about it?

(If "no" maybe you could talk about someone else who was "dared")

What did you think about, what thought(s) came into your head?

What did you do? What happened after that? How did you feel then?

If you were asked to do the same thing tomorrow what would you do?

Or

Discuss how some children are bullied and what it feels like:

Have you ever seen/heard something unkind being done/said to another child? Would you like to tell me about it?

Did anything like that ever happen to you?

How did you feel? What did you do? Who did you tell?

What would you do if it happened again?

Or

Together, act out situations, asking your child what s/he would do if:

You're coming home from school on your own, a car pulls up beside you and the driver asks for directions to.....Road;

You're at the shops and someone offers you a lift home?

Someone tells you that I have asked them to collect you from school?

Someone asks you to do something and keep it a secret?





Home-School Links

First Class 5 Showing Our Feelings

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to develop some awareness of meaning and emotion conveyed through facial expression, gesture, movement and tone of voice. Emotional awareness involves recognising one's own feelings as well as the feelings of others. Learning about emotions and feelings is beneficial to the healthy development of the child.

The following are suggested **Home Activities** for **parents/guardians** to undertake at home with their **children** on the theme **Showing our Feelings**:

Mime and Guess Game:

In pairs, taking turns, one person mimes a facial expression and the other guesses which emotion is being shown:

When I look like this I am ...(happy, sad, lonely, frightened, excited, patient, puzzled, etc)

Or

Talk about what happens when we are experiencing various emotions:

When you are angry (happy, sad, lonely, excited, etc.) what happens your face, your mouth, your eyes, your eyebrows, your forehead?

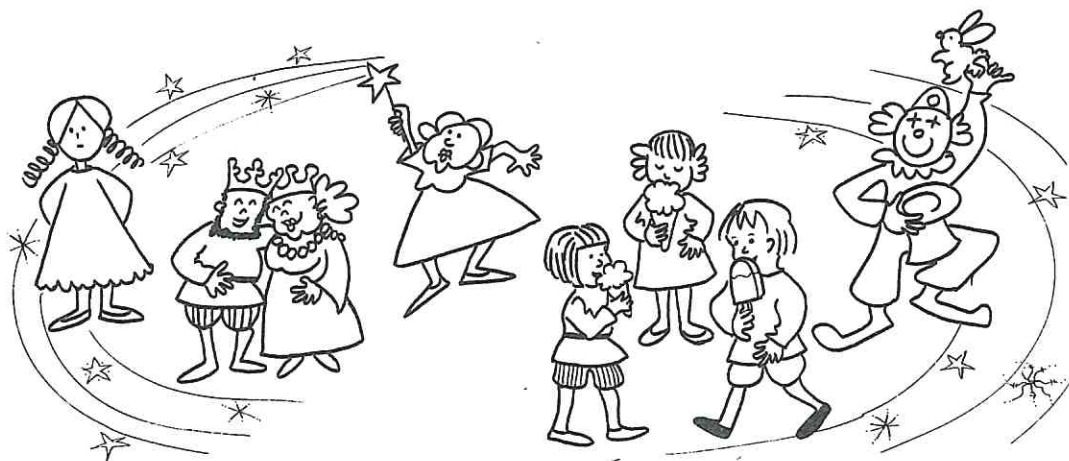
Does your face change colour? If so what colour does it change to?

Does anything happen to your head, your shoulders, your arms, your feet?

How do you move - quickly, strongly, slowly? Are you noisy or quiet when you move?

Or

Think of a time when you were happy (sad, angry, lonely, etc.) and draw a picture, on the back of this page to show what happened, under the heading Showing our Feelings.





Home-School Links

First Class 6 The Wonder of New Life

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to appreciate and celebrate the wonder of new life in the world of nature. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of even a green shoot in Spring.

By teaching children to understand new life and how it comes about, parents and teachers are encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

The following are suggested **Home Activities** for parents/guardians to undertake at home with their **children** on the theme **The Wonder of New Life**:

If an opportunity arises to look at a baby animal (kitten, pup, baby rabbit, pet mouse), the occasion can be used to talk about new life, using questions such as:

What baby animal did we see? How big was it?

Where was the baby animal before it was born? (Inside its Mammy, in its Mammy's womb).

How does it's owner care for it? What food does it eat?

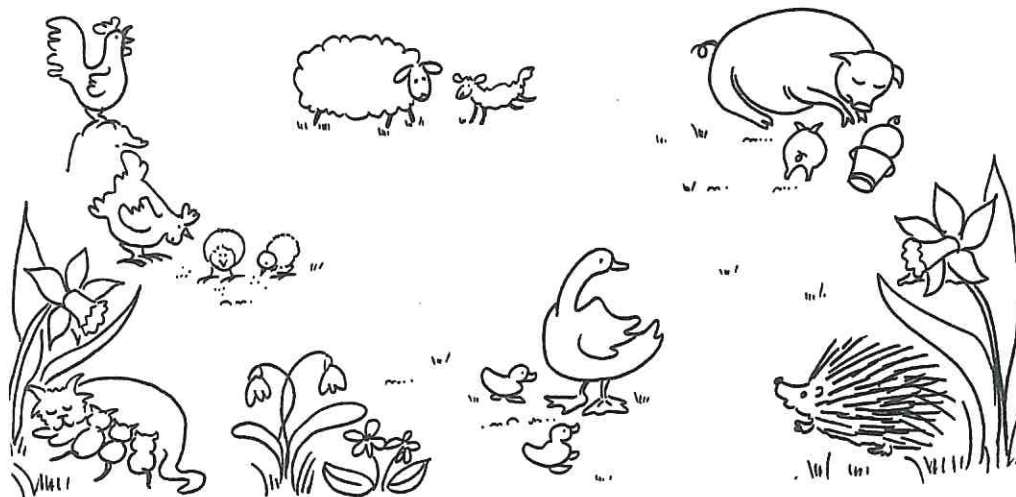
How is it like a human baby? How is it different?

Or

Together, make a collage of baby animals, by cutting pictures from magazines and pasting them onto a page, under the heading New Life.

Or

Look at, and talk about, children's books on Baby Animals, from the home or school library.





Home School Links

First Class 7 How My Body Works

Dear Parents/Guardians;

The aim of this lesson is to provide children with opportunities to learn about the senses and their functions. This is part of developing children's awareness of how their bodies work. In this context they may be introduced to terminology for all parts of the body, in accordance with the School RSE Policy. To give children this vocabulary, it is recommended that the teacher uses everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **How my body works**:

Together, make up a poem on the five senses - Sight, Hearing, Smell, Taste, Touch:

I like to see

I like to hear

I like to smell

I like to taste

I like to touch

Or

Talk about some of the body's organs and their functions:

The lungs to breathe;

The heart to pump blood;

The stomach to digest food.

You may wish to talk about how the waste food and liquid leave the body, using the opportunity to give names for the private parts.

Or

Together, look at a child's book on how the body works, talk about the pictures and read the information given.





Home-School Links

First Class 8 Growing Means Changing

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to recognise that growing up brings increased and changing responsibilities for oneself and others. Parents/guardians and teachers find opportunities in many everyday situations to help children recognise this growth in their personal maturity.

The following are suggested **Home Activities** for parents/guardians to undertake with their children on the theme **Growing Means Changing**:

Talk about your child being in First Class:

Now you are in First Class there are many ways you can help to look after yourself. These are called your responsibilities. For example you are old enough to dress yourself in the morning. Nobody would have expected you to be able to do this when you were a new-born baby or a toddler. What other responsibilities do you have now?

Or

Talk about your child helping other children:

Now you are in First Class there are many ways you can help to look after younger children. This is called being responsible. Tell me about all the ways you help (name younger brothers/sisters/cousins/neighbours).

Or

Talk about other people's responsibilities towards your child:

Who were the people who helped you when you were younger? What did they do for you? What were their responsibilities?

Who are the people who help you now? What do they do for you? What do they do with you? What are their responsibilities?

Or

Taking turns, complete sentences such as the following

When I was ... I could ...
I needed help to ...
The people who helped me were ...

Now I am older I can ...
I need help to ...
The people who help me are ...





Home-School Links

First Class 9

Decisions and their Consequences

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to realise that decisions have consequences in terms of their effect on themselves and other people. 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 **Home Activities** for parents/guardians to undertake with their children on the theme **Decisions and their Consequences**:

The following are familiar situations in many homes. Talk about what happens if/when any of the following situations arise with your child:

- ▲ It's past bedtime. You want to stay up later. What happens?
- ▲ You are in a hurry. You don't bother to brush your teeth.
- ▲ You have nothing to do. You decide to paint a picture. Things get a little messy and you haven't put any newspaper down.
- ▲ You are hungry. You'd like something to eat.
- ▲ Your favourite toy is far out of reach on the top of a press and you want to play with it.
- ▲ You kick your ball out on the road. There is a lot of traffic on the road.
- ▲ You've homework to do. Your friend calls and asks you to play.
- ▲ You buy a chocolate bar. What do you do with the paper?
- ▲ You have to cross the road. The pedestrian crossing is way up the road. You are in a hurry.
- ▲ You are watching your favourite T.V. programme. Mammy/Daddy wants you to do a message.
- ▲ Mammy/Daddy is called to the phone. The baby starts to cry.

