



Home-School Links

Second Class 1 Other People are Special

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to become more aware of other people and to appreciate that other people are special too. Identifying similarities and differences will be part of this process. This helps children to build respect for themselves and others which is fundamental to the development of self-esteem. Appreciating difference also develops tolerance which promotes harmony in society.

The following are suggested **Home Activities** for parents/guardians to undertake with their children on the theme **Other People Are Special**:

Ask your child to think about another child in the family/class and discuss how they are similar/different, using questions such as:

In what way are you alike?
In what way are you different?

What is his/her favourite hobby/drink/T.V. programme/song?
What is yours?

How would you describe?
How would you describe yourself?

Or

Together, write an Acrostic Poem about someone special in your lives, such as "Granny":

Great to visit,
Really kind,
Always cheerful,
Never minds
Noisy children,
Young at heart.

Or

Make a collage of pictures showing something special about people -

Cut out pictures of men, women, boys, girls, babies from newspapers or magazines. Stick them onto a page and write a few words beside each person, such as:

"lovely smile", "helps people", "great footballer", etc.

I like ○○○

apples	bananas	pears
oranges	chocolate	sweets
cake	ice-cream	burger
fizzy drinks	milk	snow
Sunshine	trees	thunder
lightning	windy days	School
holidays	cats	dogs
horses	goldfish	budgies
pizza	stew	cabbage
salad	flowers	sleeping
T.V.	cinema	circus
jeans	seaside	sweatshirts
parties	Halloween	Christmas
birthdays	city	country
park	town	toys

I am ○○○

chatty	noisy	quiet	shy
helpful	peaceful	honest	neat
untidy	clever	funny	serious

I am good at ○○○

swimming	running	maths	art
reading	spelling	dancing	cycling
music	singing	roller-blading	knitting
games	skipping		



Home-School Links

Second Class 2

Being Friends

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to explore the theme of friendship as it relates to children's own experience. As children interact with friends and share their experiences, their understanding of the world is broadened. Through the feedback they receive from others, children learn to see themselves as others do.

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

Have a discussion with your child on friendship based on his/her own experiences, using questions such as:

How did you make friends?

What kind of things do you like doing together?

Do other children play with both of you?

Do you ever fight or 'fall out'?

Or

Together, write down all the things that make up friendship and make a Friendship Chart out of it:

Friends help each other

Friends play together

Friends share with others etc.

Or

Play a Pretend Game about friends - What would you do if

Someone wanted to play with you and your friend?

Your friend forgot to bring a lunch to school?

Your friend wanted to copy your homework?

Your friend accidentally broke your pencil?





Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to examine their own role and place within the family and to identify their own individual responses towards other family members, being sensitive to the differing family patterns experienced by children.

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

Discuss your child's relationship with members of the family, using questions such as:

Who helps you with your homework? What do you like about this?

Who helps you tidy your clothes/toys/etc? When do you do this?

Who plays with you? Where do you play together?

Who brings you to the shops? Which shops do you like best?

Or

Talk about family time together:

What is your favourite time of day/week at home?
Tell me about it.

Or

Make a list of work that is done at home and discuss how the family members share housework and thus help "run the house":

cleaning, cooking, washing, ironing, tidying, gardening, etc.

Or

Discuss family occasions/celebrations, why they are special, who helps organise them and how your child is involved:

birthdays, anniversaries, weddings, christenings, etc.





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 so that they know what to do if they ever find themselves in a dangerous situation. It is not intended to frighten children but to give them skills which help to protect them if necessary.

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

Discuss potentially dangerous situations with your child, posing questions such as:

What would you do? Where would you go? Who would you tell?

If you were lost at the seaside?

If someone came to the door while I was busy and not available to answer it?

If your friends asked you to go into a derelict house to play?

If you found something such as a can, a needle, a bottle, etc?

Or

With the rest of the family, you and your child could discuss and plan family safety codes on:

Fire Safety: Fire Extinguisher/blanket; Fires; Cooking; Electrical Equipment; Doors;

Fire Drill: What would we do if a fire broke out?
Could we practise, write and display this?

Gas safety: Boiler; Cooker; Fire; Smell; Matches.

Electrical Equipment: Kitchen; Bathroom; Flexes; Wires; Plugs; Sockets.

Water: Washing; Cooking; Swimming; Fishing; Boating.

Or

Encourage your child to collect and read literature/brochures on safety and to share these with the rest of the family.





Home-School Links

Second Class 5 Coping With Our Feelings

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify feelings and ways of coping with their feelings. Managing emotions means the ability to control and cope with personal feelings and being able to express them in socially acceptable and appropriate ways.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **Coping with our Feelings**:

Together, choose a feeling and make up an Acrostic Poem about it:

"Joy"

Join in and play

Our games are fun

You're welcome too

Or

Talk to your child about a time s/he was:

sad/happy/angry/lonely etc.

Why were you? What did you do about it?

Did you tell anyone how you felt ?

Or

Together, plan how to cope with various feelings:

When I am happy I can

When I am sad I can





Home-School Links

Second 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 babies. By teaching children to understand new life and how it comes about, parents/guardians and teachers encourage them not to take these daily miracles for granted and to respect, cherish and value new life.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **The Wonder of New Life**:

Talk to your child about a new baby brother/sister/cousin/neighbour/friend:

What is the baby's name? Why was s/he called this name?

What food/drink does s/he like?

What special care is given to the baby? etc.

Or

Discuss with your child his/her own early days as a baby, encouraging him/her to ask questions about:

Birth - place, date, time, weight, length, doctor, nurse, etc.

Growth - food, drink, sleep, exercise, crawling, walking, talking, etc.

Or

Together, look at the photo album and look at the development of family members from the early years through childhood, etc.





Home-School Links

Second Class 7 When My Body Needs Special Care

Dear Parents/Guardians,

The aim of this lesson is to provide children with an opportunity to revise the names of the external parts of the male and female body, and some associated functions, in the context of the body's occasional need for special care.

There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give children the vocabulary, it is recommended that the teacher uses everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis. This will be at the discretion of the teacher, in accordance with the school's RSE Policy.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **When My Body Needs Special Care**:

Discuss with your child an occasion when s/he had to visit the doctor:

Do you remember when you had to go to Dr. ...?

What did the Dr. do?

Did you mind being examined? Why/why not? etc.

Or

Talk about the wonderful work of the body:

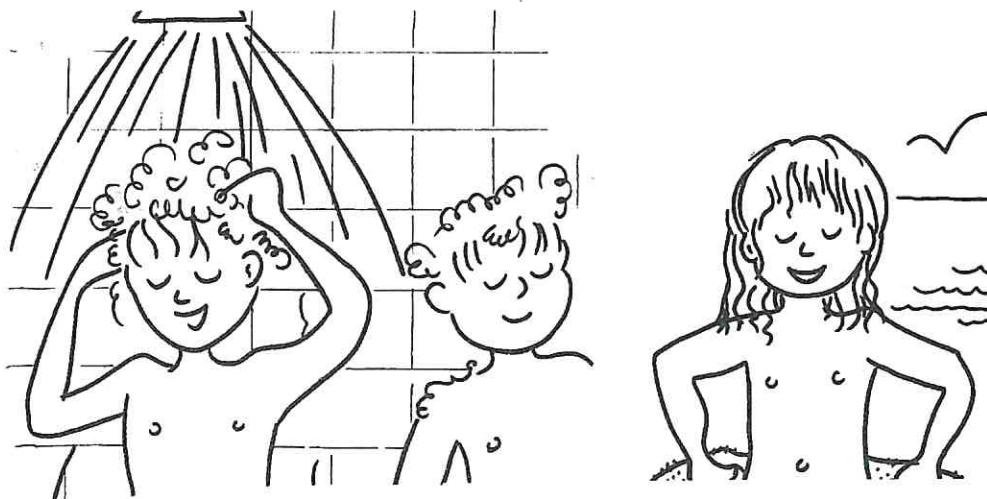
Heart - pumps blood

Lungs - take in and let out air

Stomach - digests food and separates good from waste, etc.

Or

Use everyday situations to give correct names for all parts of the body.





Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to realise that as they grow and change their relationships with family and friends grow and change. Children experience a range of life changes during the process of development. A focus on these changes advances the development of self-knowledge and self-esteem in children.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **Growing and Changing**:

Your child could "interview" you about his/her growth and development, asking questions such as:

What was I like when I was born/a toddler/4 years old?

Who minded me/played with me/took me for walks?

At what age did I crawl/walk/talk/run?

Or

Together, make an album using cards, photographs or by drawing pictures, showing the developmental stages in the child's life:

newborn baby - walking - going to school - at the seaside, etc.

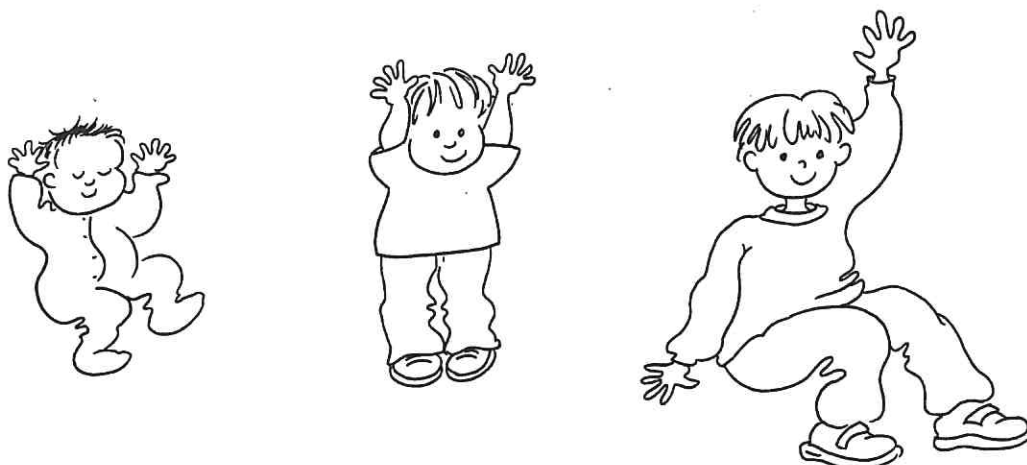
Or

"Interview" your child about the growth and change s/he is aware of happening during the past year(s):

Tell me anything you can do now in Second Class that you were not able to do in First Class?

How do you help at home now in comparison to what you did when you were four years old?

What games do you play with your friends now in comparison to what you played when you were six years old?





Home-School Links

Second Class 9 Personal Decisions

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to discuss the factors which may influence personal decisions and choices. 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** which **parents/guardians** may wish to undertake with their **children** on the theme **Personal Decisions**:

Discuss, or act out, with you child how s/he would respond in the following situations:

Your friends call for you. Your little brother/sister, ..., wants to come too. What do you do? What happens then?

The children you are playing with make fun of another child. What do you do? What happens then?

You are playing with some new friends. They dare you to go into a building site/derelict house. I have told you that this is dangerous. The children call you names/say you're scared. What do you do? What happens then?

I send you to the shop for milk, bread and bananas. I'm not sure how much these will cost so you have change left over. You'd love to buy sweets with some of this money. What do you do? What happens then?

You didn't know what sums to do for homework because you were talking in class, instead of listening to the teacher. I know that you get sums every night. What do you do? What happens then?

A friend of mine visits and treats you like a baby. What do you do? What happens then?

