

MIGHTY ME



PLAYGROUND GAMES

Suggested Activities

Look at and discuss the painting 'Children's Games' by Pieter Brueghel.

Discuss the variety of games played in school playgrounds today and how they may be affected by the weather. Identify games that are still played today and suggest possible rules for those which cannot be identified.

Use a digital camera or digital video to record the variety of games and activities played at break and lunchtimes in the school, record the results graphically. Use this information to produce a 'Big Book' of playground games.

Discuss the position of the body, particularly arms and legs, during different types of movement, for example, kicking a ball or saving a goal. Use pipe-cleaners to form a simple figure, twist them to model the position of limbs during a variety of movements.

Paint a picture of children playing a game, using the photographs and pipe-cleaner figures as reference. Observe and mix colours accurately. Select the appropriate size and type of brush for each particular task, for example, small brush for detail. Cut out the individual figures and place them on a large sponge-painted background adding details such as trees or fences to form a group playground scene. Talk about the finished work and describe how it was made, comparing it to 'Children's Games' by Brueghel. Identify similarities and differences, both in content and painting technique. Evaluate the contribution of the wire figures to the accurate positioning of the limbs in the final painting.



Key Stages: 1/2 Years: 4/5

The Arts

- sound scenarios;
- the work of artists and musicians;
- playground scenes;
- 3D models.

Personal Development & Mutual Understanding

- positive attitude towards health and well-being;
- personal hygiene;
- media influences;
- learning strategies;
- an ideal citizen.

The World Around Us

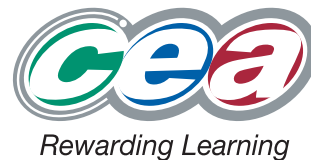
- interdependence;
- change over time;
- place.

Physical Education

- benefits of physical activities;
- playground games;
- using equipment safely;
- taking personal responsibility.

FOCUS

The stimulus for this journey begins with the children. They look at aspects of themselves and their lives. It encourages them to discover their strengths and explore the opportunities they have to positively influence life in their communities and in the wider world.





IN A HEARTBEAT

Suggested Learning Intentions

- Be able to identify pulse in music.
- Know how to reproduce sounds to represent different pulses.
- Be able to select appropriate instruments for a purpose.
- Know how to compose and perform musical scenarios.

Suggested Activities

Brainstorm favourite 'chart music'. Listen to a variety of the most popular choices and identify and discuss the different 'heartbeats' (pulse) in each of the pieces. Listen carefully and clap along to the heartbeat in the pieces while listening to the music. Walk around the room, stepping to the heartbeat. Form a circle and clap one by one to the heartbeat. Pass an object around a circle, raising and receiving on the heartbeat. Discuss own heartbeat and how it varies when running, walking, sleeping, receiving a shock or when excited. Select various instruments to represent the heartbeats and ask other members of the class to guess which activities the beat represents, for example, at rest, jogging, running or walking.

Listen to and discuss a scenario of the different heartbeats during various activities, for example, a man is sitting on a chair reading a newspaper (steady heartbeat), a ball suddenly comes flying through the window (rapid, uneven heartbeat). He sees two figures running away so he runs down the road after them (rapid heartbeat). He loses them, so, feeling tired, he walks home (heartbeat gradually slows). He gets home, goes to bed and falls asleep (very slow, even heartbeat). Select instruments to accompany the scenario.

In small groups, write a scenario and select and use different instruments to represent the heartbeats. Perform the scenarios to the whole class.

WHAT MY BEDROOM SAYS ABOUT ME

Suggested Learning Intentions

- Appreciate the work of artists.
- Develop accurate pencil line drawings.
- Know how to design and construct a representational 3D model.
- Be aware of perspective techniques in art.
- Be aware of design problems and solutions.

Suggested Activities

Look at and talk about the painting of Vincent Van Gogh's bedroom focusing on the contents and furnishings of the room and comparing these to your own bedroom. At home, make a pencil line drawing to record interesting areas of own bedroom or in class use ICT software such as 'Designer' to make a plan or isometric view of your bedroom. Use this as a reference for constructing a 3D model. (A corner of a cardboard box may be used as a 'set' and a variety of scrap materials, fabric and card may be used for construction.) Discuss design problems and present solutions such as selecting suitable joining techniques and creating strong surfaces. Display work and talk about how it was made, discussing problems that arose during the construction of the work and how these were solved. Evaluate and reflect on how the work could be revised or improved.

MIGHTY ME



THE MIGHTY PERSON IN ME

Suggested Learning Intentions

- Understand that feelings can affect learning.
- Identify personal preferences and aspirations.
- Be aware of own strengths and qualities.
- Understand and value own strengths and qualities.
- Be aware of their own strengths and qualities.

Suggested Activities

Collect and display a bank of positive affirmation words for each letter of the alphabet. Choose words that best describe 'who I am', 'what I can do' and 'what I know'. Write and decorate your name including the positive words as an introduction to an affirmation book, for example, My name is Ashleigh, I am Artistic, Sensitive, Helpful, Loving, Encouraging, Interesting, Good-fun, Happy.

Create an ongoing affirmation booklet and record in a variety of ways how to recognise and describe individual personality traits, interests, abilities, preferences, talents, and goals. For example, a family tree, photographs of people who are important, role models, a wish list, certificates of achievements, work you feel proud of, a list of fears, drawings of important things. Include positive comments from other people. Reflect on the booklet periodically.

Play affirmation games and name aloud own and other's personal qualities. (Primary Values Tool Box, Affirmation Activities)



Key Stages: 1/2 Years: 4/5

The Arts

- looking at the work of artists;
- sound compositions;
- clay slab models;
- art and music;
- drama.

Personal Development & Mutual Understanding

- moods and emotions affected by the seasons;
- personal health;
- safety in the dark;
- seasonal safety (farming, sun, water);
- religious festivals;
- traditions and celebrations throughout the year;
- celebrations and festivals in communities around the world.

The World Around Us

- interdependence;
- change over time;
- place.

Physical Education

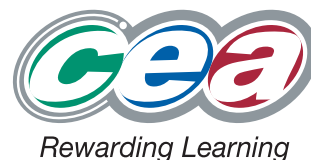
- benefits of physical activities;
- playground games;
- using equipment safely;
- taking personal responsibility.

FOCUS

The stimulus for this journey begins with the children. They look at aspects of themselves and their lives. It encourages them to discover their strengths and explore the opportunities they have to positively influence life in their communities and in the wider world.

Please Note

For other activities please refer to the CCEA Thematic Unit 'Me Inc'.





A CLEAN ROUTINE

Suggested Learning Intentions

- Understand the importance of personal hygiene.

Suggested Activities

Brainstorm the word 'hygiene'. Discuss and list what should be done on a daily basis to keep our body healthy and clean.

Discuss and write about, or use drama, to show why it is important to change clothes, rinse and change toothbrushes regularly, and keep hair-brushes clean.

Design and create hand template posters or leaflets to inform other children about correct hand washing after using the toilet and before eating food.

HEALTHY CHOICES

Suggested Learning Intentions

- Recognise and value the options for a healthy lifestyle.
- Understand the need to take some personal responsibility.
- Be aware of personal preferences and goals.
- Be aware of the influence of media on their choices.

Suggested Activities

Display a photograph of a well known sporting celebrity, for example, an athlete or footballer. Talk about what the celebrity does to keep healthy, for example, exercise, diet, rest, staying focused, thinking positively.

Discuss all of the activities and food consumed by the class in one day. Present these using a colour code for choices, for example, healthy choices = green, unhealthy choices = red. Present the findings in a variety of formats, for example, Venn or Carroll diagram.

Discuss in groups what choices make you feel good and what choices make you feel bad. As a class consider what you would do differently, and individually identify two things from the generated list that can be done to help keep healthy.

Create a personalised 'Action plan' (what I am going to do, when I will do it, who I need to help and how I will know I have achieved it).

Collect media advertisements (magazines, newspapers, television) that promote healthy and unhealthy food and create a visual display of the adverts. Talk about the strategies that are used by the advertisers to promote their goods, for example, free toys with cereals, products associated with a particular pop-star etc. Watch a television advert promoting food and discuss the use and effect of music, sound-effects and non-verbal cues in the clip.

MIGHTY ME



Key Stages: 1/2 Years: 4/5

The Arts

- sound scenarios;
- the work of artists and musicians;
- playground scenes;
- 3D models.

Personal Development & Mutual Understanding

- positive attitude towards health and well-being;
- personal hygiene;
- media influences;
- learning strategies;
- an ideal citizen.

The World Around Us

- interdependence;
- change over time;
- place.

Physical Education

- benefits of physical activities;
- playground games;
- using equipment safely;
- taking personal responsibility.

FOCUS The stimulus for this journey begins with the children. They look at aspects of themselves and their lives. It encourages them to discover their strengths and explore the opportunities they have to positively influence life in their communities and in the wider world.



MAKING SENSE OF MY WORLD

Suggested Learning Intentions

- Understand that humans are both the same and different.
- Know that there are five senses.
- Know that loss of one sense can be compensated by use of others.
- Recognise that the senses are used when finding out about the world around us.
- Recognise times when a test is fair and when it is not.
- Understand how life is sometimes different for others.

Suggested Activities

Generate discussion using the 'Think, Pair, Share' approach, relating to the statement, 'All humans are exactly the same'. Record this by, for example, listing the ways in which humans are the same (one head, two eyes, one nose etc.) and ways in which humans can be different (hair colour, foot size, span etc). In small groups, think of and measure at least two ways in which they are different, for example, who can grab most unifix cubes, or, who can bounce a ball the greatest number of times in thirty seconds. Use ICT software such as, 'Pick-a-Picture', 'First Workshop' or 'Information Workshop 2000', to enter individual records, analyse and present the data using a variety of formats. Use the data as a stimulus for discussion and raising questions such as, 'Do all boys have the biggest grab', 'Do all blonde haired children have blue eyes'.

Use whole class or small group discussion to consider the main stages of human development (baby, toddler, child, teenager, adult and old age). Agree the key characteristics including the approximate ages for each stage. Discuss the fact that there is not always a 'right' answer. Sequence family photographs to illustrate human development. Invite people into class to talk about their stage of development (teenager, grandparent).

Think about how to identify an object when blindfolded (use other senses). Discuss our dependence on the sense of sight. Recognise and name the different parts of the body associated with the senses ('I Love Science' CD-ROM). Discuss how to plan and carry out a test to investigate the use of one of the senses, for example, is the hand better at identifying objects than the foot? Explore what life is like for someone who has lost one of their senses. Listen to and read stories about famous people in the past, for example, Helen Keller.

Consider the problem – blindfolds are needed for the class. Generate a range of possibilities: use scarf, buy some, make them.

Agree the product criteria: (comfort, opaque, safe, tight enough).

Plan and design, listing materials and tools (individually, in pairs or small groups).

Create and make (safely).

Evaluate, test and modify where necessary.

WHERE AM I IN THE WORLD?

Suggested Learning Intentions

- Understand the importance of having an address.
- Know how to use maps.
- Use sources of information to gather information.
- Identify similarities and differences between ways of life, past and present.
- Know how to use a range of traditional and/or digital resources for research.
- Understand how and why environments change over time.
- Understand some of the ways in which global change affects the world.

Suggested Activities

Discuss why we have an address and how it is personal for each house, for example, for census collections or postal services. Write your own address, including townland name (if appropriate).

Visit the Ulster American Folk Park to find out about life in the 19th and early 20th century.

Use a simple map of the local area to locate your home. Look at the local area from a map of the past and examine if and how the area changed, if the street names have changed or what used to be where your home is now? Interview older relatives about their memories of the locality in the past, for example, buildings or workplaces that existed.

As a group, discuss a daily diary of what you do from getting out of bed to going to sleep at night. Research how this might differ if you were a child living in a desert city like Timbuktu or on a small Pacific island nation like Tuvalu? Use 'Google Earth' to see what these places look like.

Choose a location that has a very different environment to the local one, for example, Arctic Canada or a desert? Consider what clothes would have been worn in the Stone Age and what food would have been available etc. Create a Stone Age daily diary and make observations on where you live. Link with a partner school in another country using email, compare lifestyles.

Generate ideas for the perfect locality of the future. Use these ideas to design and create 3D models. Find out about local place-names and street names and how they originated. Devise some modern place-names for the 'new' locality and explain your choice. Design and make some bilingual signs for your locality. Present the models or ideas to a chosen audience, for example, town planners or architects.

MIGHTY ME



Key Stages: 1/2 Years: 4/5

The Arts

- sound scenarios;
- the work of artists and musicians;
- playground scenes;
- 3D models.

Personal Development & Mutual Understanding

- positive attitude towards health and well-being;
- personal hygiene;
- media influences;
- learning strategies;
- an ideal citizen.

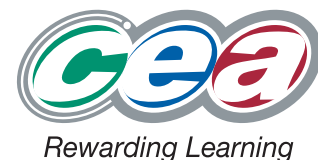
The World Around Us

- interdependence;
- change over time;
- place.

Physical Education

- benefits of physical activities;
- playground games;
- using equipment safely;
- taking personal responsibility.

FOCUS The stimulus for this journey begins with the children. They look at aspects of themselves and their lives. It encourages them to discover their strengths and explore the opportunities they have to positively influence life in their communities and in the wider world.





PLAYGROUND GAMES

Suggested Learning Intentions

- Recognise and value the importance of being physically active;
- Understand how to take personal responsibility to be physically active;
- Know how to move in a variety of ways safely;
- Know how to use a range of equipment and resources.

Suggested Activities

Using traditional and/or digital resources, find out about traditional playground games that used to be played in the school playgrounds many years ago. Find out information from older members of the community. Identify the games that are still played today and discuss the reasons why they are still popular, for example, hopscotch, marbles, skipping games. Discuss the painting 'children's games' by Peter Brueghel.

Learn and practise a range of playground games during PE lessons, for example Hopscotch variations, a range of skipping rhymes and games, traffic lights, 'What time is it Mr Wolf?', ring games, small ball games and the use of playground markings.

Practise the games during break and lunch times. Create a class book of skipping rhymes for other children to use. Discuss the importance of physical activity, good health and being active every day. Create a class list/display on the benefits of keeping healthy and how it helps you feel much better in so many ways. Consider an enterprise event or campaign to let others know about this.



CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, using ICT and Thinking Skills and Personal Capabilities.

Using Mathematics

- Create, with help, and use a data collection sheet;
- Record and present data in a range of ways including ICT and discuss which representation displays the information most clearly;
- Use ICT to research, analyse and present information relating to the topic;
- Carry out money calculations using the four operations (including problem solving);
- Understand the various ways in which items are paid for, for example cheque, credit card, or cash.

Communication

- Listen and respond to different types of questions and/or a range of stimuli;
- Listen and respond appropriately to contributions made by others;
- Talk and listen to others to generate different ideas;
- Talk with increasing confidence in a range of familiar situations;
- Express ideas and opinions clearly;
- Begin to talk in a structured and sequenced way making meaning clear to audience;
- Talk about how the senses contribute to an understanding of events;
- Begin to comment on the process used to develop ideas;
- Contribute ideas and information appropriate to the subject and purpose;
- Use a wider range of language for talking about thinking and learning, e.g. compare/contrast;
- Talk with others in some detail about what has been read/viewed, expressing opinions and listening to the opinions of others;
- Begin to recognise the use of descriptive and expressive language to build up pictures/events/atmosphere;
- Consider a possible range of sources for finding and locating information;
- Consider simple methods for collating and recording information;
- Read for specific purposes to assist in addressing a task/activity;
- Share information they have found/read with others, including some supporting detail;
- Show some engagement by beginning to express personal preferences for favourite books/authors/genres;
- Discuss what they have learned through their reading and what further information might be useful;
- Express a range of ideas, thoughts, feelings and write imaginatively about different topics/settings/characters and circumstances;
- With teacher/peers, begin to establish the purpose of the writing and discuss the idea of an audience ;
- Decide on the form and structure of the task with teacher/peer;
- Begin to explore different features of language and presentation;
- Organise a range of information and ideas with some clarity;
- Express opinions and ideas and attempt to give reasons;
- Work in pairs (with or without adults), small groups or as a whole class to represent information or ideas for a given purpose, e.g. collaborative stories.

CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Using ICT

- Compose and edit text on-screen to communicate and develop ideas;
- Select and use appropriate images or sounds and adding text and/or own voiceover;
- Access, select, edit and use information from a range of given digital sources and resources;
- Create and edit text combining sound and/or graphics;
- Collect and enter data, presenting it in graphical form and making observations;
- Present and communicate work in a variety of ways showing some awareness of audience and purpose;
- Carry out and edit a series of instructions to solve problems using digital devices or environments.

Thinking Skills and Personal Capabilities

Managing Information: Asking more focused questions using their own and others' ideas to identify and locate information. Relating current activities to prior knowledge. Beginning to plan next steps, breaking tasks into sub-tasks and setting goals.

Thinking Problem Solving: Summarising to show understanding. Sequencing, ordering and ranking along different dimensions. Making comparisons and connections. Testing predictions and looking for evidence. Generating options and suggesting solutions to problems. Being systematic in a task. Explaining methods and opinions, giving reasons for choices and actions.

Being Creative: Taking time to use imagination for enjoyment. Showing curiosity, listening to and sharing ideas and experiences. Generating ideas and options, building and combining ideas. Enjoying the unexpected, usual and surprising. Having experiences with all their senses. Experimenting and investigating real-life issues.

Working with Others: Developing habits of collaborative learning. Showing the ability to learn from shared and modelled activities. Becoming adept at turn-taking, sharing and co-operating. Deciding what needs to be done and taking personal responsibility for aspects of the work. Showing fairness and respecting other people's feelings and ideas.

Self Management: Checking that they are achieving their purpose by talking about what they are learning. Checking their work for accuracy and precision. Persevering with tasks. Reviewing how the work was carried out and some aspect that might be improved. Beginning to work towards personal targets. Seeking help from other people. Developing an awareness of their personal strengths and limitations.



MIGHTY ME

Digital Resources

ICT Software	Suggested Websites
<p>I Love Science Fresco Colour Magic Pick A Picture First Workshop Information Workshop 2000</p> <p>Bodywise –Sherston</p> <p>My World for Windows Compose World Junior Decision 3 Let’s Go with Katy My First Dictionary Roamerworld</p>	<p>www.barewalls.com (Pieter Brueghel’s Children’s Games)</p> <p>Register with the British Council and establish a link with another school in the UK or worldwide www.wotw.org.uk/intro/index.html</p> <p>Comenius School project ‘promote transnational co-operation between schools.’ Take part in a project with another school www.europa.eu.int/comm/education/socrates/comenius/activities/comenius1.htm www.ehc.com/vbody.asp (construct a human skeleton) www.curriculum.becta.org.uk/keepinghealthy (record pulse rates using this downloadable spreadsheet) www.folkpark.com www.magni.org.uk www.armaghplanet.com www.UNESCO.org www.Google.com</p>

Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p>Me Inc., CCEA, A Thematic Unit linked to ‘Mighty Me’ Primary Values (CCEA: 2001)</p>	<p>Sarah and the Whammi Ch4 productions</p>

Organisations

Useful Contacts	Places to Visit
<p>Folk Music Society of Ireland Ulster Folk and Transport Museum Ulster-Scots visiting speakers/musicians- Willie Drennan, Charlie Gillen, Stephen Hall RSPCA RNLI</p>	<p>Ulster Museum</p> <p>Armagh Planetarium Earth Observation exhibit and presentations.</p> <p>Ulster American Folk Park</p>

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites are live.

