



SPHE FOR ME

WORKBOOK

SPHE Activities for Primary

MY SKILLS AND QUALITIES

Skills

What I can do

Qualities

How I behave

Which do you think is your best skill?

Which do you think is your best quality?

My partner's skill

My partner's quality

I can describe my skills and qualities.



GOING FOR GOALS!

My goal

What I need to do to achieve my goal



Blank white box for writing the first step to achieve the goal.



Blank white box for writing the second step to achieve the goal.



Blank white box for writing the third step to achieve the goal.

Smaller goals I hope to achieve on the way



Blank white box for writing a smaller goal.



Blank white box for writing a smaller goal.



Blank white box for writing a smaller goal.

I can plan how to achieve a personal goal



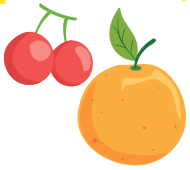
WHAT DO YOU THINK ABOUT ...?



sport

agree

disagree



healthy eating

agree

disagree



mobile phones

agree

disagree



homework

agree

disagree



reading

agree

disagree

I can express my opinions in a kind and respectful way.



SUNSHINE SMILES

What makes you feel happy and healthy?
Write your ideas inside the clouds.



Where are you on the happy and healthy scale?



I can describe what is needed for a healthy and happy life.



TARGET PRACTICE

MYSELF

Use the chart to record each type of exercise and your results. Write inside the target what you hope to achieve each time. Can you beat all your targets?

Skipping	Result	Target	Result	Target	Result	Target	Results
	Result	Target	Result	Target	Result	Target	Results
	Result	Target	Result	Target	Result	Target	Results
	Result	Target	Result	Target	Result	Target	Results



I can take responsibility for my health by working to improve my fitness

BEST ADVICE

What advice would you give to these children?

For example, what could they do next or where could they go?



I've got a chesty cough.



I've got a really bad toothache.



Mammy had a bad fall and hurt her leg.



Things look really blurry to me.



My big toe hurts and I think it's swollen.

I can identify people who help to look after our health.



RESPECTING ME, RESPECTING YOU

I show respect for myself by ...



I show respect for others by ...

Four large white circles arranged in a row, intended for writing answers to the question above.



I can explain how to show respect for myself and for others.



TERRIBLE TWINS

Oh dear! The twins have been playing outside and now they are covered from head to toe in smelly mud. Tell them how they can get clean and tidy again!



Time for a clean-up!
Here is what the twins can do.

Some items that might be helpful:



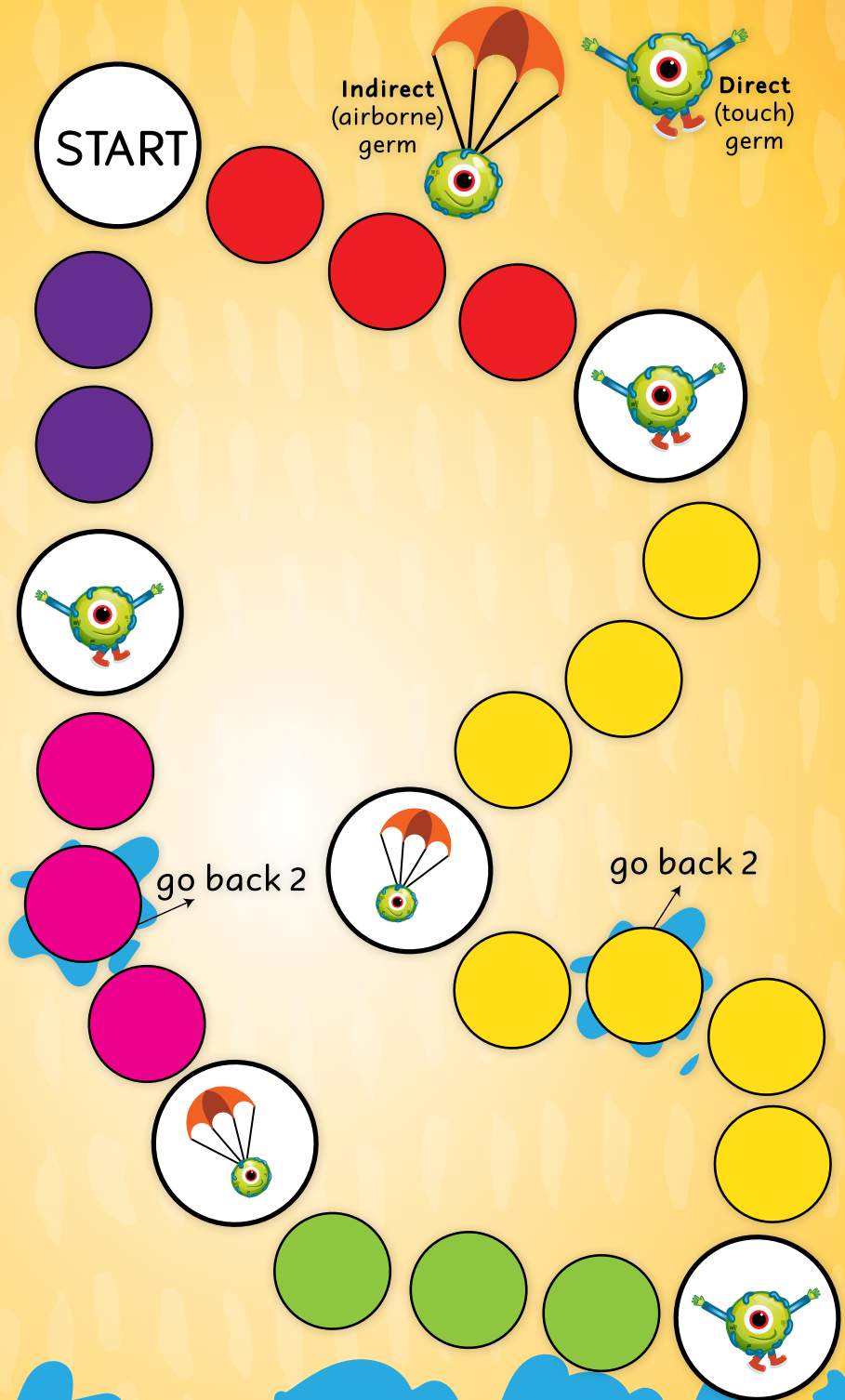
I can describe how to practise good personal hygiene.



DON'T GET SICK

Play with a friend.

1. Each player starts with 2 soap and 2 tissue counters (choose which colour counters represent each).
2. Place a token to represent each player on the START circle. Take turns to roll a dice and move clockwise around the board.
3. If you land on an airborne germ you lose a tissue counter. If you have no tissue counters, tick one of your sick circles.
4. If you land on a direct germ, you lose a soap counter or tick another sick circle.
5. First player to tick all their sick circles is the loser!



I'm sick!

I'm sick!

I can understand the links between health and hygiene. 😊 😐 😞

FOOD DIARIES

Study the food profile. Tally the types of foods that were eaten.

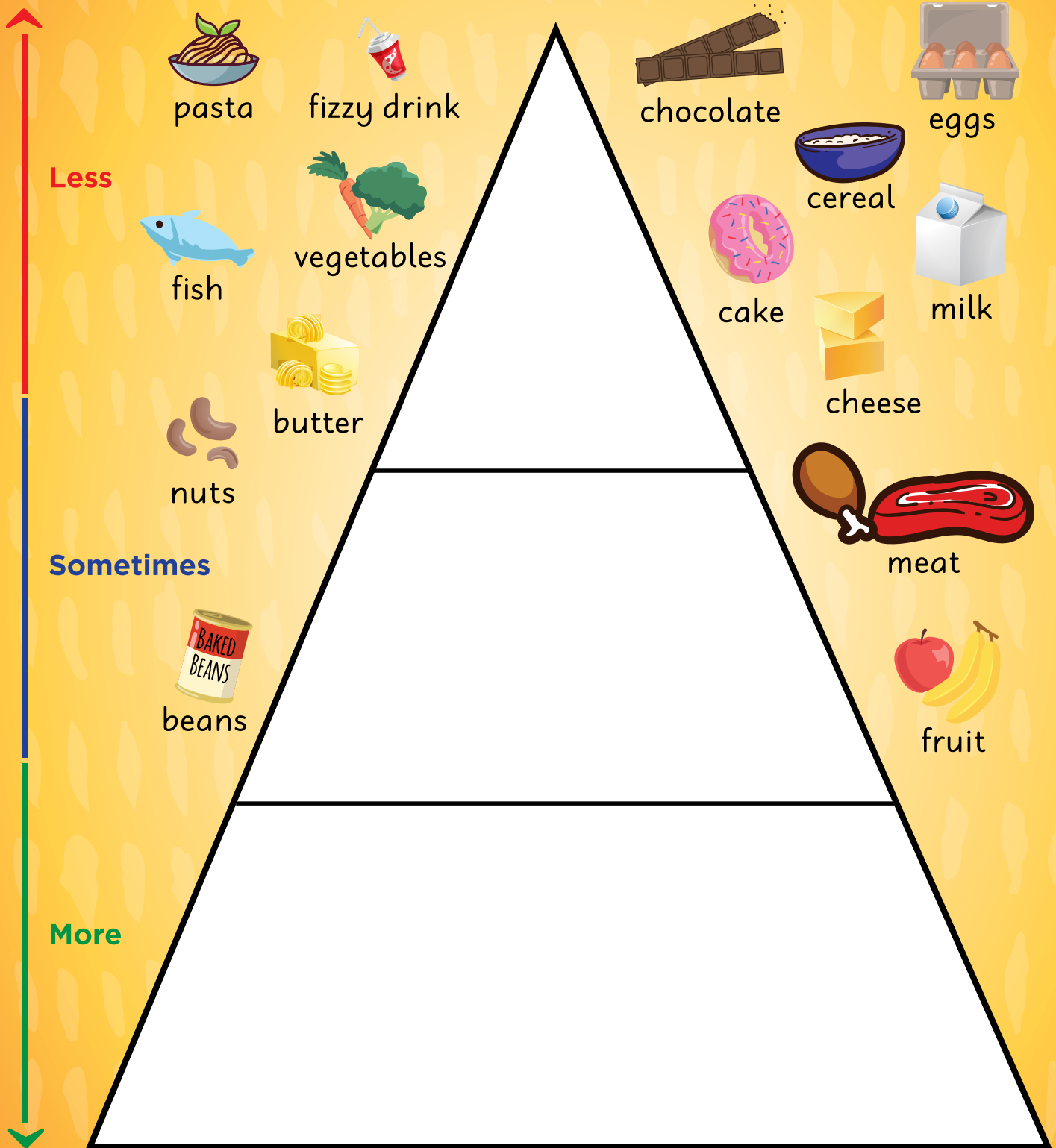
	How many?	Total	%
<p>Vegetables, salad and fruit</p> 			
<p>Cereals, breads, potatoes, rice and pasta</p> 			
<p>Milk, yoghurt and cheese</p> 			
<p>Meat, fish, eggs, beans, nuts</p> 			
<p>Fats and sugars</p> 			

I can identify the types of food required for a healthy, balanced diet.



MORE OR LESS?

Draw the foods on the pyramid in the places where you think they belong.



I can sort food into the main food groups and place it onto the pyramid. 😊 😐 😞

GROWING AND CHANGING

Use the timeline to draw the changes that happen as you grow. Write the things that you can do at each stage.

baby

I could ...

toddler

I could ...

child

I can ...

adult

I will ...

I can describe how we continue to grow and change throughout life.



SHOOTING FOR THE STARS

Write a favourite achievement or new skill you are proud of inside each star.



I can identify new skills and achievements that I am proud of.



NIGHT THOUGHTS

What things made you afraid or worried when you were younger?



I can describe things that made me afraid or worried when I was younger. 😊 😬 😨



MY PERFECT SPACE

In my perfect space, I would ...

see

hear

touch

smell

Further ideas

I can design a space where I can go to feel calm and peaceful



HOW DO I FEEL?

Describe how these children might be feeling?



I tried really hard for sports day but I didn't win my event.



My parents told me we are moving to another town.



My best friend won three awards in the prizegiving. I was hoping to win something.



I got a place in the basketball team. My two friends didn't.

I can describe mixed feelings that people might experience in different situations.



NEEDS AND WANTS

Needs are things we cannot do without.

Wants are things that we would like to have, but could live without.

What are your needs and wants?

wants

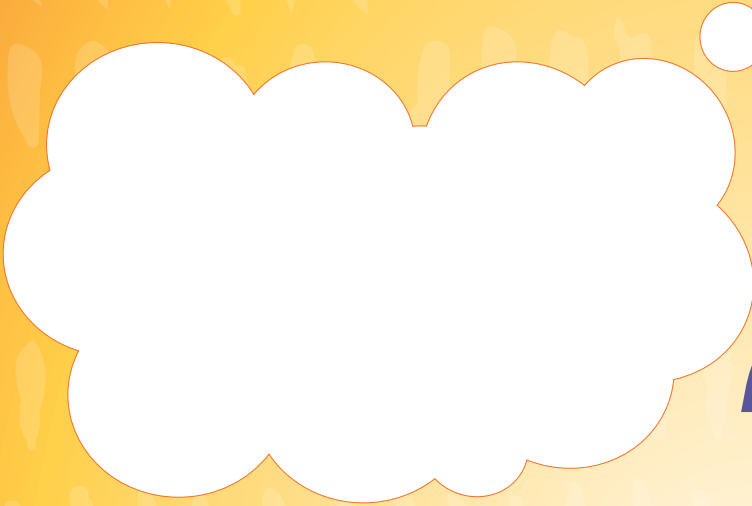
needs

I can identify and recognise the difference between needs and wants.

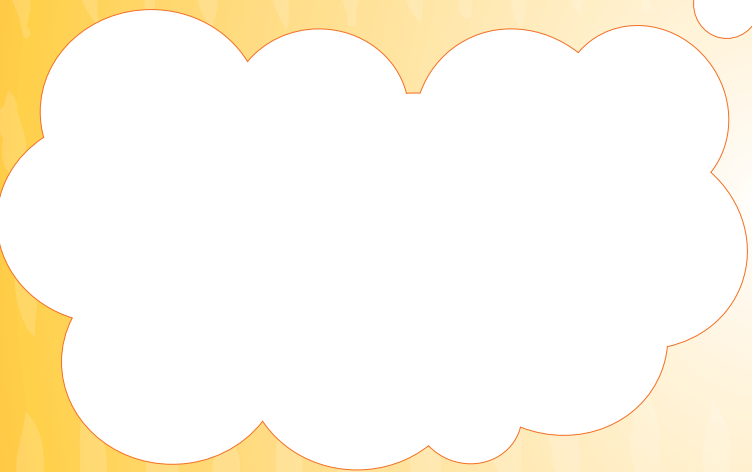


WHAT HAPPENED TODAY?

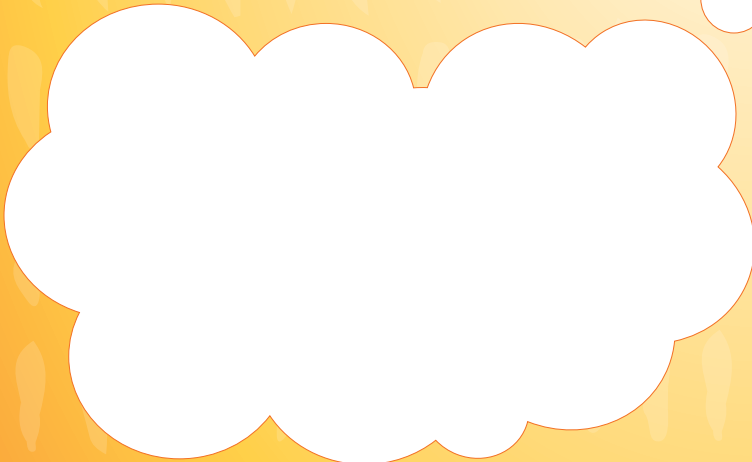
What words would describe how these children might be feeling?



I overheard my best friend telling my secret to someone else.



Billy is always borrowing my things and never gives them back.



Amanda called me 'fat' in class today. She was showing off, but now I wonder if everyone thinks that.

I can describe how a person's actions can affect the feelings of another person.



FOLLOW THE RULES?

Do we need rules?
If so, why?

Who makes
the rules?

Can rules be
changed?

Should rules
be fair for
everyone?
If so, why?

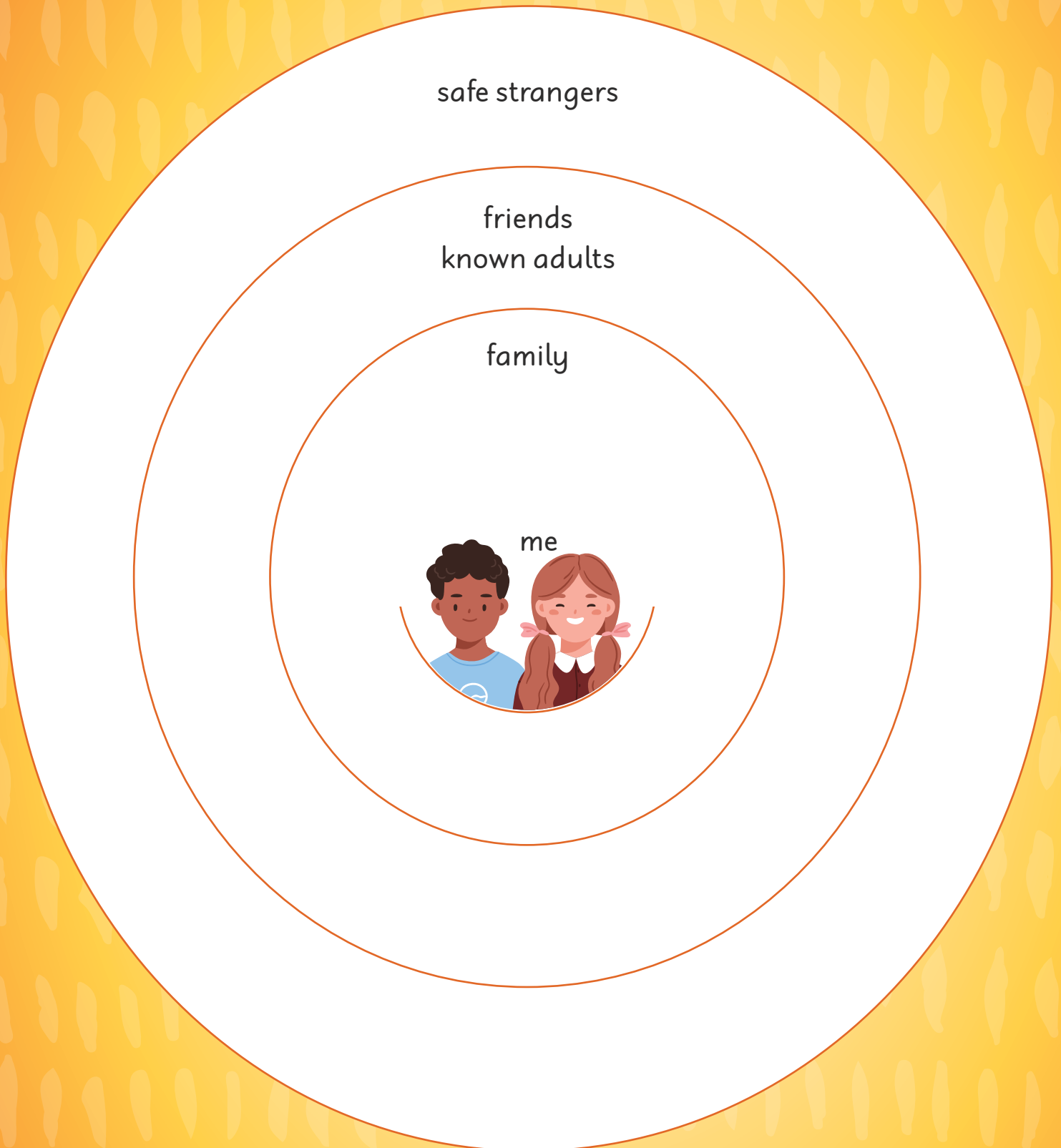
Are some
rules more
important
than others?

What should be
the consequences
of breaking a rule?

I can discuss the importance of rules for keeping myself and others safe.



MY PERSONAL SPACE



safe strangers

friends
known adults

family

me



others

I can recognise the importance of personal space for myself and others.



STREET SMART

My brother will give us a lift. We'll be there in no time. You know he likes to drive fast!



I think...

Hey, come and play with us! We're having a kickabout. You can be on my team.



I think...

It's a busy road but it's quicker to cross here than to walk to the crossing. We just have to run when there's a gap.



I think...

I can identify travel hazards and describe responsible behaviour.



WHAT SHOULD I DO?

What would you do in these situations?



Blank space for writing an answer to the home situation.



Blank space for writing an answer to the school situation.



Blank space for writing an answer to the beach situation.

I can say what action to take if an accident or emergency happens.



TRAFFIC SURVEY

Make a tally chart to record the traffic that you see.

Location..... Start time..... End time



car / van

--

Total:



bus

--

Total:



bicycle

--

Total:



tractor

--

Total:



lorry

--

Total:

I can record traffic to identify the risk of air pollution.



MYSTERY BOX

Should we



1. Open the big box now?

OR



2. Wait and open both of the boxes?

My reasons for choosing option 1

My reasons for choosing option 2

My decision is ...

I can use a strategy to make decisions.



MAKING FRIENDS

Who would you choose as your friends and why?



I like hanging out with my older brother. We are always getting into trouble, but it's a good laugh!

Daniel



I like reading books. When I grow up, I want to be a writer.

Asmee



I'm the toughest kid in school. No one messes with me or my mates.

Conor



I like to play games on my phone or text friends. I'm always glued to my phone!

Orla



I like to go shopping for clothes and make-up. I think it's really important to always look your best.

Grace



I love watching and playing sports. Keeping fit and healthy is more important than anything else.



Jack

I can recognise how the views and opinions of others can influence decisions I make.



OUR ADVENTURE

Tick your choices

We could go to ...

the jungle

the beach

the moon

the desert

We chose ...

because ...

We could travel by ...

balloon

rocket

magic
carpet

broomstick

We chose ...

because ...

We could eat ...

pizza

ice-cream

spaghetti

burgers

We chose ...

because ...

We could meet ...

a crocodile

a ghost

a pirate

a dinosaur

We chose ...

because ...

We could find ...

treasure

a wand

a map

a book

We chose ...

because ...

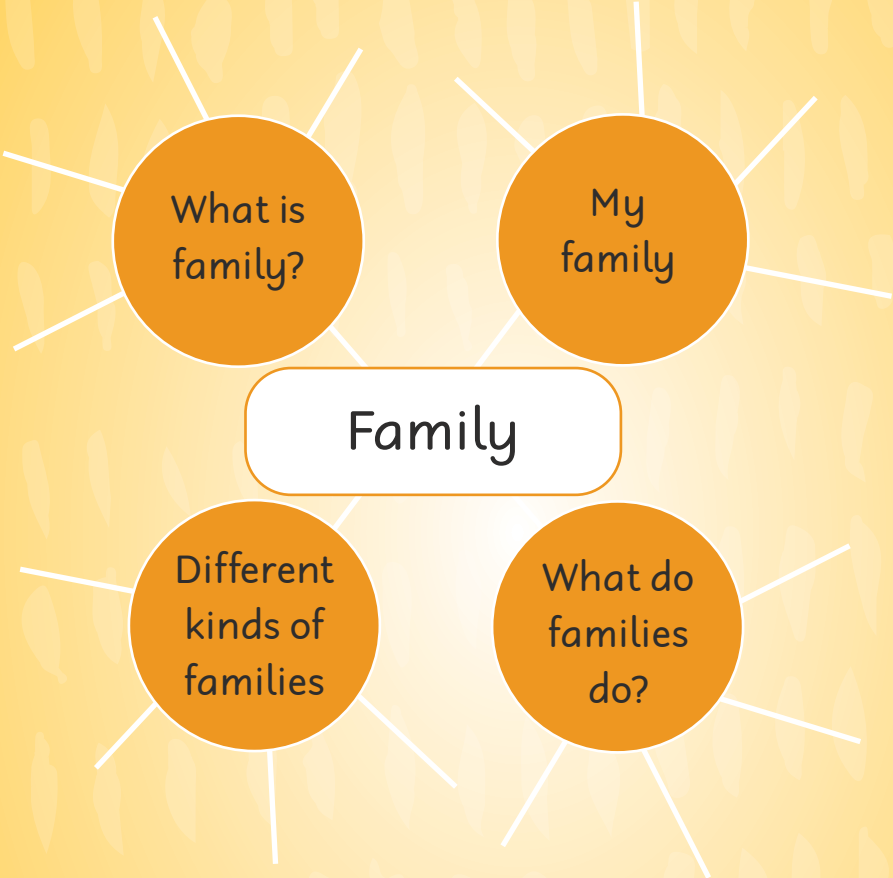
What else might happen on your adventure?


I can work with a group to make decisions.



FAMILIES

Record your facts and ideas using the mindmap.



I can describe different kinds of families. 

HAPPY FAMILIES

What could these children do to help their families?



We just got a new pet - a dog that we are going to call Charlie



Dad is away working and Mammy doesn't feel well



We have a new baby brother. My old bedroom is the baby's room now, and I have to share with my sister.



We are moving house tomorrow. Mammy and Daddy look really stressed!

I can describe things different family members can do to help the whole family.



A THANK YOU TO ...

To

You deserve a hug because ...

I pledge to

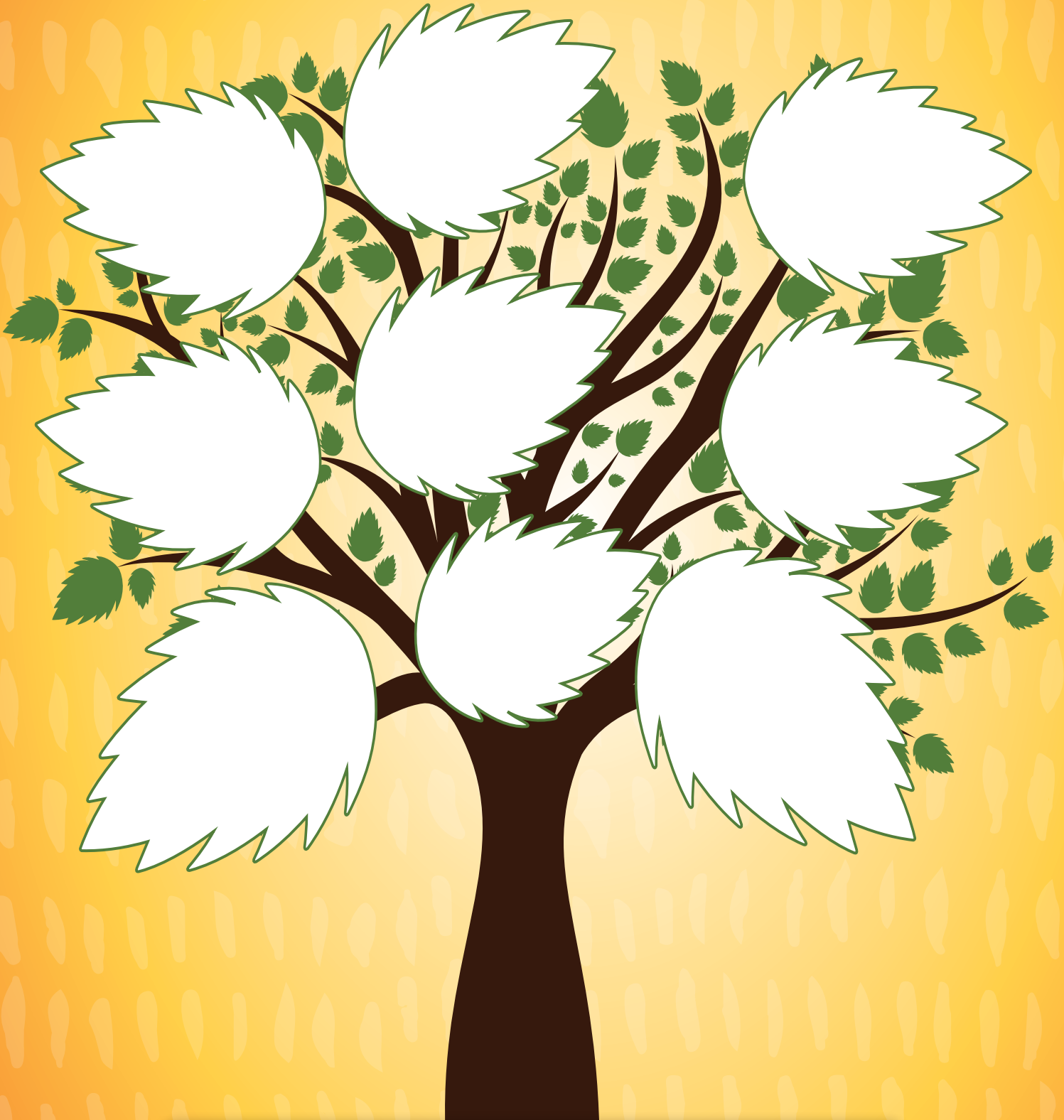
Signed

I can say how being part of a family means we love and care for each other.



INGREDIENTS FOR A HAPPY FAMILY

Write the ingredients for a happy family in the leaves.



I can describe the ingredients for a happy family.



FRIENDS

Here are some views about friendship. Circle those that you agree with.



Friends aren't that important.



Friends should always help each other.



Having lots of friends proves you are popular!



Everyone needs a best friend.



Making friends is really easy.

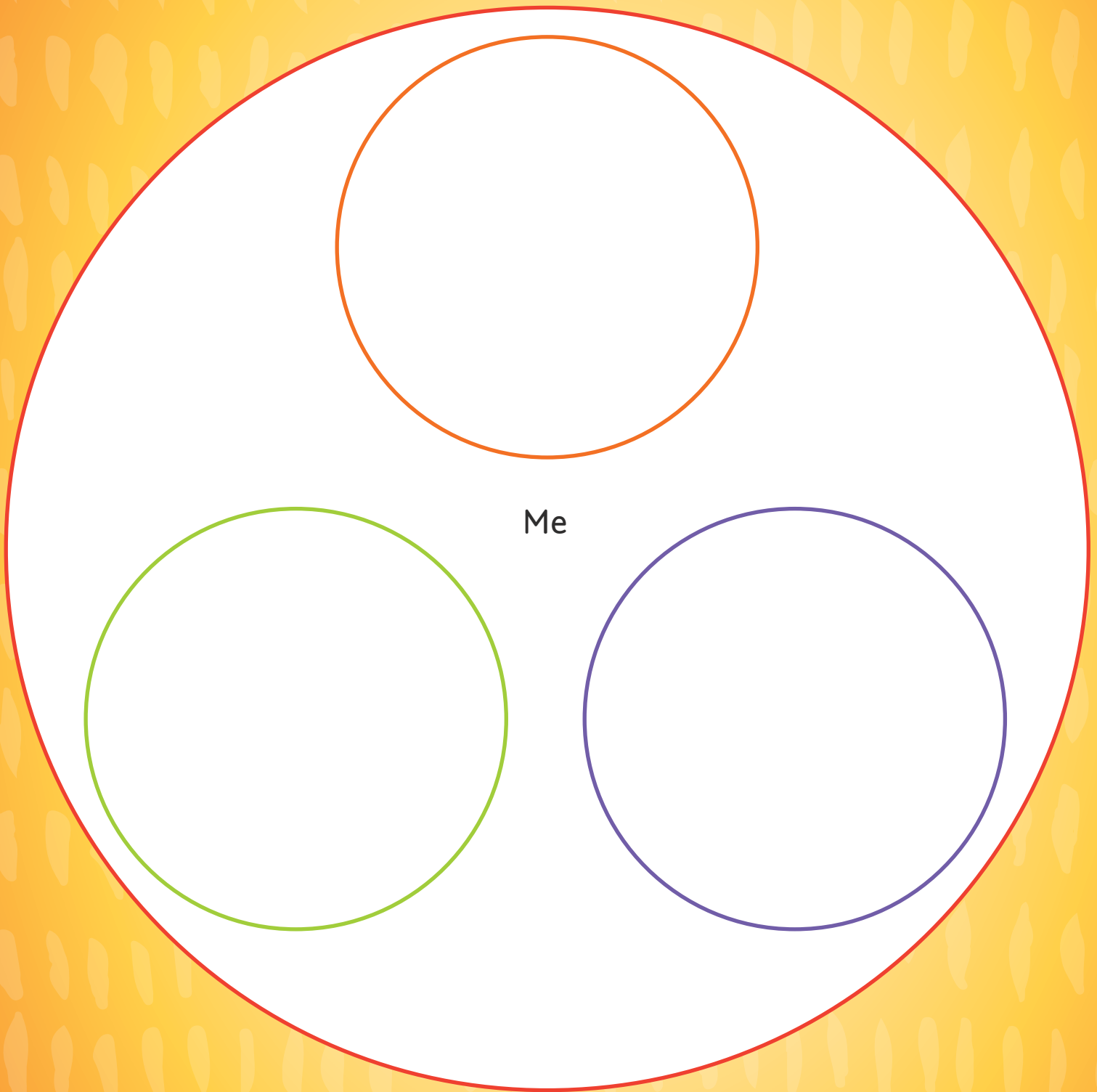


It's better for friends to like the same things.

What do you have to say about friendship?

I can say why I think friendship is important. 😊 😐 😞

MY SOCIAL NETWORK



I can identify different types of friendship.



IN OR OUT?

Write the positive things about friendship groups inside the circles.
Write the negative things about friendship groups outside of the circles.



I can identify positive and negative things about friendship groups.   

THE LION AND THE MOUSE



One day a Mouse was scurrying through the forest, looking for food. In her haste, she didn't notice the mighty Lion sleeping under the tree – and bumped straight into his nose!

As the Mouse started to back away, she saw the Lion's eyes flick open. Before she could scamper to safety, the Lion's paw closed tight around the poor Mouse.

"I'm going to eat you," growled the Lion.

"Please," squeaked the Mouse. "Don't eat me."

"Why?" snarled the Lion. "You look perfectly tasty to me."

The Mouse thought quickly. "Because ... er ... one day, I will repay you. I promise."

The Lion roared with laughter. "You, help me?" He couldn't imagine that a small Mouse could ever help him. But he decided to be generous and he let the Mouse go.

Some days later, while stalking through the forest, the Lion got caught in a hunter's net. The more he struggled, the more tangled he got. His angry roars drew the attention of the nearby Mouse. She scampered over. "Oh dear. You need help!"

The Mouse started gnawing through the ropes with her teeth. Soon the net was broken, and the Lion was able to free itself. "You laughed at me," squeaked the Mouse. "But I did repay you, didn't I? Even a Mouse can help a Lion."



The moral of the story:

Plan your own story to teach the same moral lesson.

I can describe the importance of kindness and consideration.



IS IT BULLYING?

Which of these situations are examples of bullying?

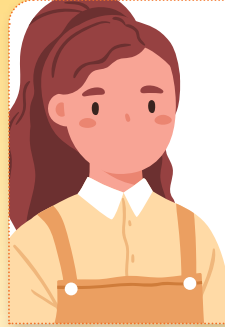


Ryan and his friends keep pushing me around. They call me names because I'm the new boy at school.

Bullying

Not bullying

Not sure



Alannah borrowed my pencil and now she has lost it. She won't apologise and says I'm stupid for caring about a pencil.

Bullying

Not bullying

Not sure

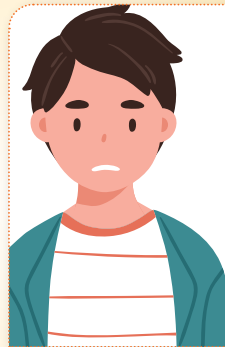


Two of the children in my class have started to send me nasty texts. When I see them in class, they laugh at me and think it's funny.

Bullying

Not bullying

Not sure



I had a big argument with Ben. He hit me in the yard and made me cry.

Bullying

Not bullying

Not sure

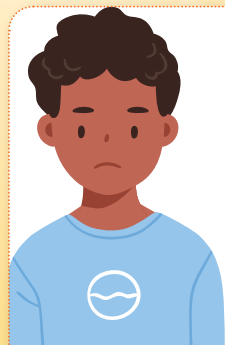


Sean says he will tell everyone my secret. I have to give him money every week.

Bullying

Not bullying

Not sure



Sarah and her friends never let me join in with them. Sometimes they are mean to me and call me names.

Bullying

Not bullying

Not sure

I can recognise bullying.



IT'S HOW YOU SAY IT!

Explore reading this script with a partner. Choose a part, then one of the following feelings for your character:

guilty

happy

suspicious

worried

Two children have been called to the principal's office. They are waiting outside.

Child 1: I wonder why I'm here?

Child 2: Do you think we're both in trouble?

Child 1: I haven't done anything wrong. Honest. What about you?

Child 2: I did do something, I suppose ...

Child 1: What? Tell me.

Child 2: I think it's best I don't say.

Child 1: Do you think we'll both be called in? Why just us I wonder ...?

Child 2: I don't like waiting. It's the worst part.

Child 1: It is a bit scary. I never get called to the principal's office.

Child 2: This is your first time?

Child 1: Oh look, here comes the principal now ...

I can explore various ways of communicating.



READING THE BODY

What does the body language of these children tell you about them?



I can identify emotions from body language and gestures. 😊 😐 😞

WE ALL MATTER

Everyone has a right to be included.



Who might be excluded?



What reasons might someone be excluded?



How might someone be excluded?



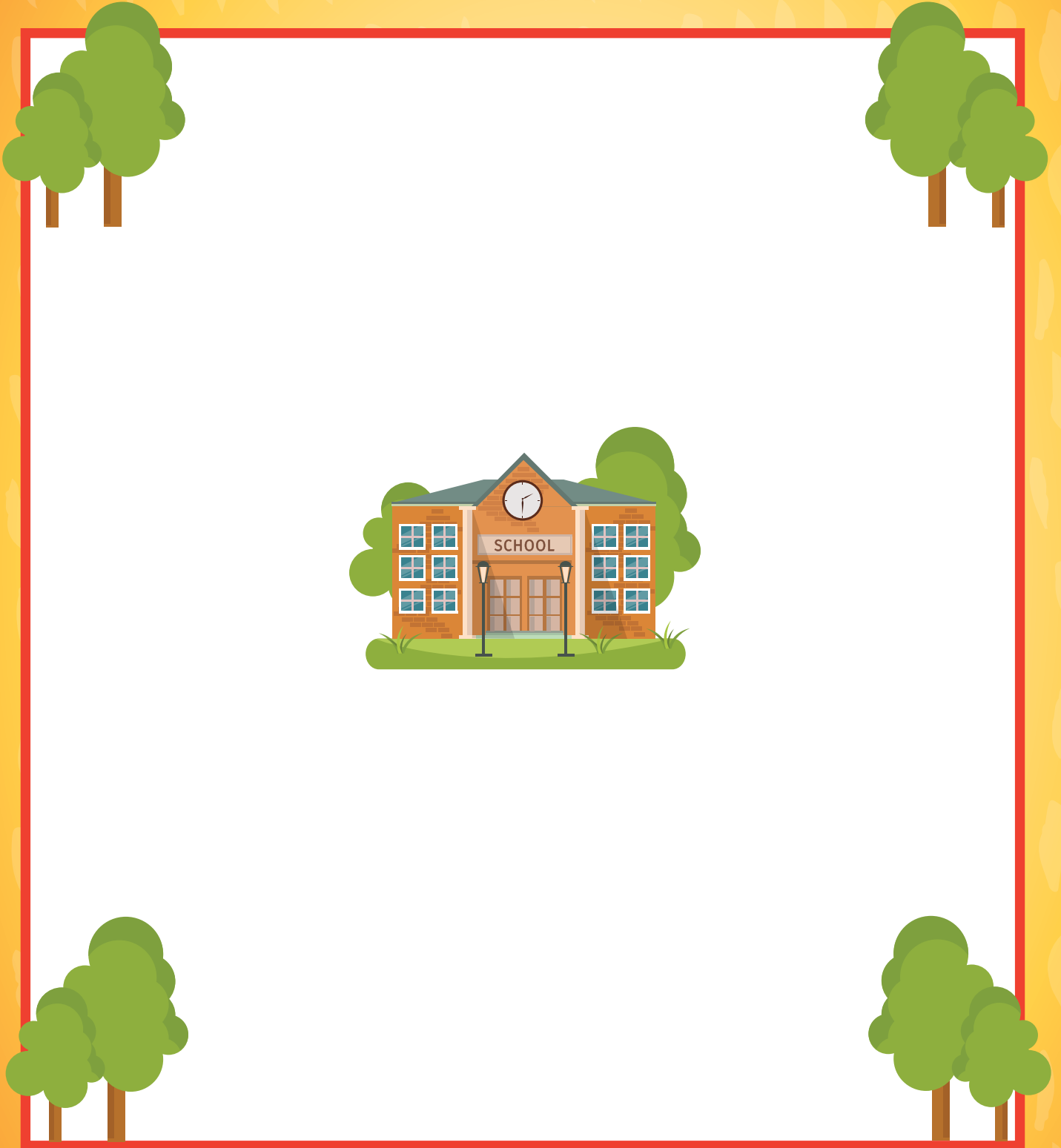
How could we include everyone?

I can describe how the language we use can help to include everyone.



MY SCHOOL COMMUNITY

Record the different people and jobs that make up your school community.



I can identify the people who make up our school community.



CLASSROOM RULES

My three rules for the classroom:

1

Blank space for writing the first rule.

2


Blank space for writing the second rule.

3

Blank space for writing the third rule.

Discuss your ideas in your group. Decide on a final set of classroom rules.

Five horizontal lines for writing the final set of classroom rules.

I can suggest rules for our classroom and agree on a set of rules with others. 

TALLEST TOWER

Our rules

Our plan

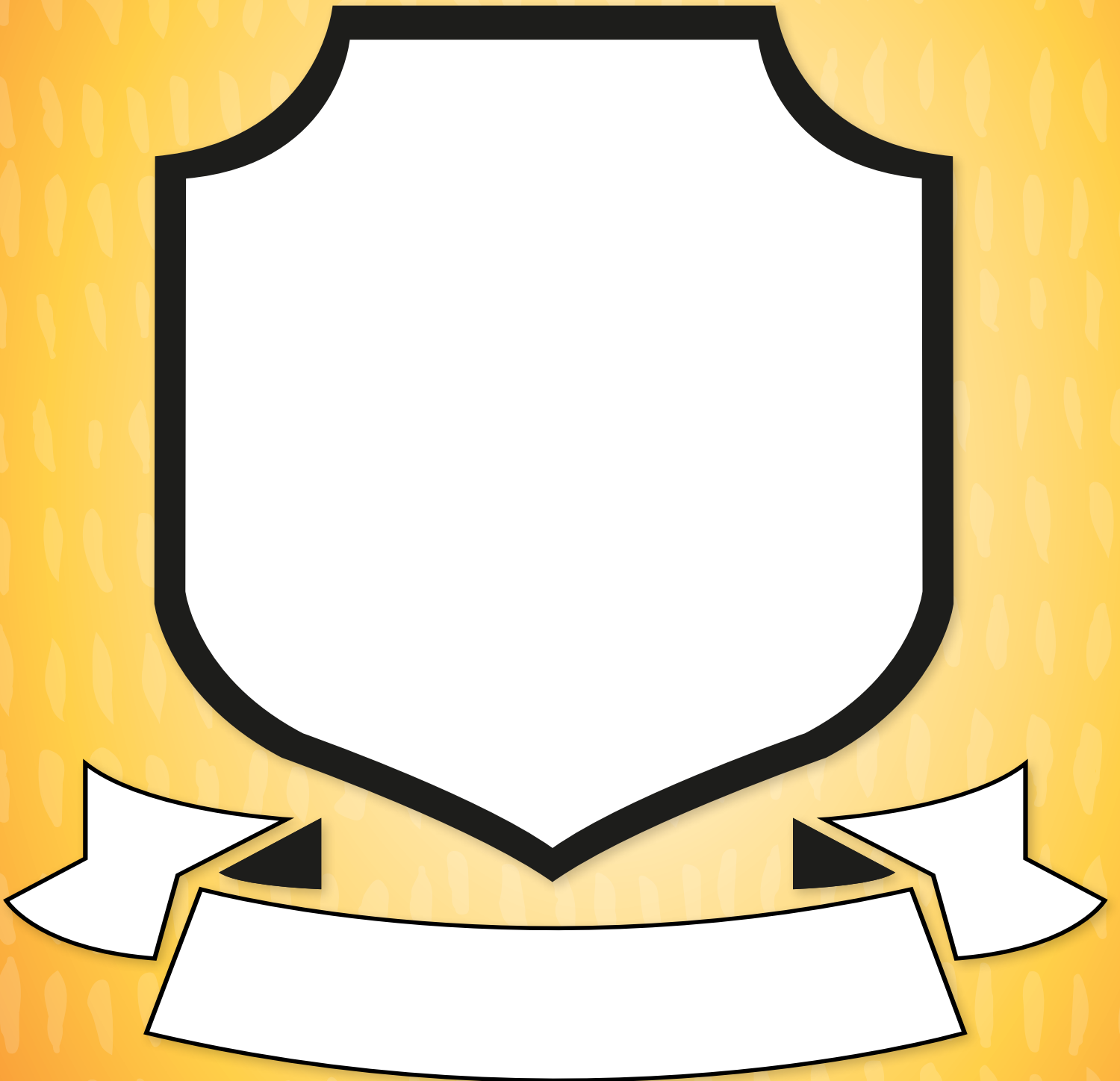
Our team score :



I can co-operate with team members to achieve our goal



OUR SCHOOL CREST

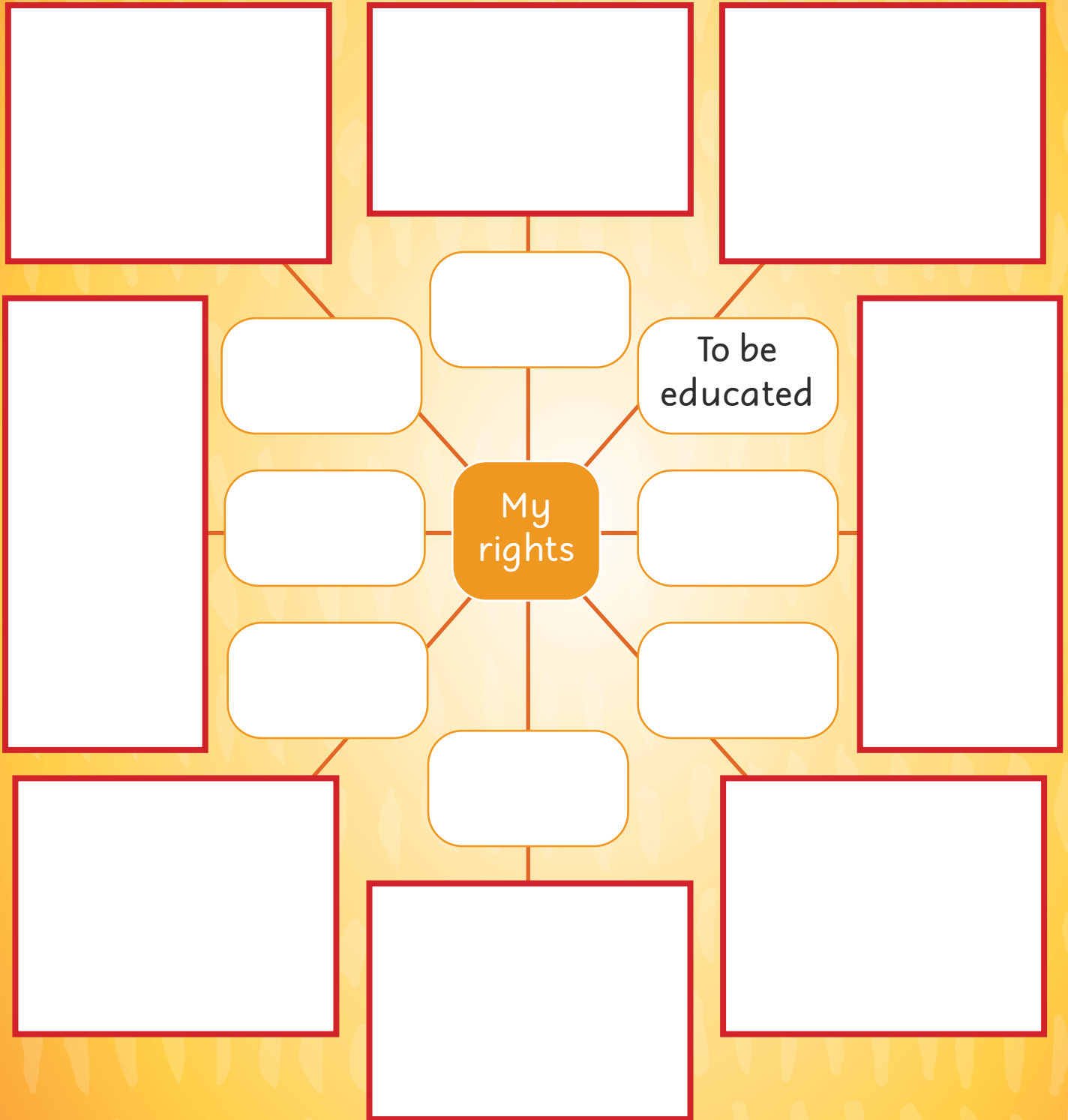



I can design a crest and motto to promote our school community.



RiGHTS AND RESPONSiBILITIES











With a partner, think about your rights and your responsibilities at school. Record them using the diagram below.






I can describe my rights and responsibilities at school 

HELPING HANDS

How could you help and contribute to the groups you are in?

My class			
			
			
			
			

I can describe ways in which I can help groups I belong to.   

COMMUNITY ACTION!

Record what you have learned about your community group/service.


What do they do?

Who benefits?

My group is

What are their goals?

Why are they important?

I can describe how groups in our community help us. 

WHO WOULD YOU VOTE FOR?

There are six candidates in your local area who want people's votes. If you could vote, who would you choose?

A

Traffic is a real problem. I want more funding to build new roads.



B

We need to focus on building a wind farm to provide clean energy.



C

We need more housing for the growing population



D

More needs to be done for the elderly. I want to build more care homes and a social centre where they can meet.



E

We should bring more visitors to the area – so I want to fund a big shopping centre and new hotel.



F

Our parks, rivers and other natural areas need looking after. I am all for protecting the environment.



I can think about who to vote for in a local election.



THE LEGEND OF SAINT PATRICK

Find out about the story of Saint Patrick, the patron saint of Ireland.
Decide which parts of the story are fact and which might be fiction.

fact

fiction



I can discuss culture and traditions of Ireland.



STICKING AROUND

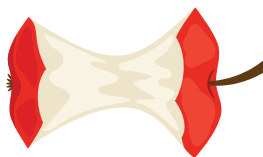
Materials decompose at different speeds. Here are eight materials. Which do you think will take the shortest/longest time to decompose?



paper



cardboard




organic



aluminium



glass



plastic



cotton



wood

shortest



longest

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

I can recognise that recycling helps us to care for our planet. 😊 😐 😞

IN THE KNOW

Where would you go to find out about:

latest news reviews gossip help/advice

Choose a colour for each of the categories. Then use that colour to circle which of the information sources below you would use.



Which is your favourite source for information?

Which is your least favourite source for information?

I can choose different sources for information. 😊 😐 😞

MEDIA DIARY



television

--	--	--	--	--	--



music

--	--	--	--	--	--



gaming

--	--	--	--	--	--



internet/
phone

--	--	--	--	--	--



reading

--	--	--	--	--	--

I can measure the amount of time I spend using different forms of media.

