

**Chess for Social Skills**  
**September 2022**  
**Follow-up Actions to be taken**

	<b>Action (what do you want to do)</b>	<b>Who (set responsibility)</b>	<b>When (set a deadline)</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			

### Example: Chessville National School

	<b>Action (what do you want to do)</b>	<b>Who (set responsibility)</b>	<b>When (set a deadline)</b>
<b>1</b>	<b>Resources:</b> acquire 20-30 chess sets and a demo board	Ask principal or Parents Association for funding	Fri 16 <sup>th</sup> Sept 2022
<b>2</b>	<b>Partner Up:</b> share with staff I completed a chess course over summer to see if other staff members can secretly play and can help me organise	Me and ?	Fri 2 <sup>nd</sup> Sept 2022
<b>3</b>	<b>Begin:</b> teach lesson 1 the pawn game with my own class/group	Me and students	Fri 30 <sup>th</sup> Sept 2022
<b>4</b>	<b>Contagion:</b> investigate if other classes have students who can secretly play chess	Me and other class teachers	Fri 7 <sup>th</sup> Oct 2022
<b>5</b>	<b>Decide:</b> should I enter the school into a Ficheall tournament in Feb 2022? Or wait until 2023	Me	Fri 14 <sup>th</sup> Oct 2022



# Lá Fichille Ready Checklist

Summer Course Version

Name of Student: \_\_\_\_\_

## Part 1: The Ficheall Code – Social & Cognitive Skills

	Skill	Understanding	M	T	W	Th	F
1.	<b>Respect</b>	I know that a game of chess starts and ends with a sign of respect.					
2.	<b>Accepting defeat</b>	I understand that one of the best ways to become a better chess player is to play better chess players and this involves me losing chess games – the more I lose, the more I learn.					
3.	<b>Forward Planning</b>	I understand that chess is best played with a plan – a bad plan is better than no plan at all!					
4.	<b>Etiquette/ Conversation</b>	I know that chess is an opportunity to meet and talk with new people and learn about them. I also know that boasting or trash-talking my opponent during a game is not correct chess etiquette and the adjudicator can decide that I lose the game because of this.					
5.	<b>Teamwork</b>	I accept that I play on a team at Ficheall.ie tournaments and represent my school. I know that being a good team member means encouraging each other as well as teaching and learning from my team mates.					
6.	<b>Decision Making</b>	I know that the first good move I see isn't always the best move so I know to wait and check for other possibilities and alternatives.					
7.	<b>Patience</b>	I accept that chess requires me to make many small decisions and these decisions have consequences – positive and negative.					
8.	<b>Resilience</b>	I accept that I will make mistakes every now and then but I am determined to learn from these mistakes.					
9.	<b>Practice</b>	I have practised regularly and know that the best chess players spend many hours practising.					

## Part 2: Chess Knowledge

<b>A.</b>	<b>The Pieces</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
1.	I can name all the pieces by sight.					
2.	I can set up the board (“white on the right”) and pieces correctly for the start of a real game					
3.	I can move all the pieces according to their rules (where a piece starts, how it moves and how it captures)					

<b>B.</b>	<b>Check and Checkmate</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
4.	I can explain what “check” means, and I can demonstrate what “checkmate” looks like.					
5.	I can use the CPR method (capture, protect, run-away) to get out of check.					
6.	I can label squares as “safe” or “unsafe”.					
7.	I know that a king may not be moved into, or left in, check. I know that these are called “illegal” moves, and I know what to do if my opponent plays an “illegal” move.					

<b>C.</b>	<b>Other Chess Rules</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
8.	I know that a pawn reaching the end of the board can be “promoted” to any piece except for a king.					
9.	I can show how to castle kingside and queenside.					
10.	I know that castling is not allowed (1) if the king or the rook has previously moved, and (2) when in check. I know that a king may not cross an attacked square to castle.					
11.	I can explain what stalemate is and that it means a draw.					
12.*	I understand that certain situations in chess can result in a draw: <ul style="list-style-type: none"> <li>• King and Bishop v’s King</li> <li>• King and Knight v’s King</li> </ul> And that this will be called a draw even though one player might appear 3 points ahead.					
13.	I know about the “touch-move” rule, and the “touch a piece, capture” rule.					
14.	I know about the values of the pieces. Based on the values, I can say who is ahead in a game					

<b>D.</b>	<b>Important Patterns</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
15.	I can force checkmate with a queen and rook against a lone king and with 2 rooks against a lone king.					
16.	I know what “scholar’s mate” is and can defend against it.					
17.	I know what “fool’s mate” is and can defend against it.					

### *'if you're losing you're learning'*

Chess is a fantastic game for cognitive development, problem-solving, strategic thinking and visualisation. For hundreds of years it has been associated with a noble mind-set and higher order thinking - constantly asking ourselves *why did they make that move?*

However, **chess has enormous benefits beyond the board game itself**, particularly for **well-being**, which is why we are so passionate about promoting it in the school setting. We believe chess:

- **builds resilience** (learning to lose);
- develops **impulse control** (the opposite of most gaming devices) by requiring careful examination of one's opponents move before considering one's own;
- **suits children with SEN** (language / mobility / social barriers are practically eliminated);
- contains a host of **cross-curricular benefits**, particularly with numeracy;
- is **social and free** (outside of the initial cost of a board);
- **bridges age-barriers** very effectively, allowing children/parents/grandparents etc. to compete at a genuine level after a quite short learning period (also giving another platform to connect);
- **is extremely suited to the classroom** - break-times, early finishers, as reward, lunchtime leagues, etc.

Ficheall.ie aims to emphasise the following when hosting a tournament:

- a. having fun - getting a day off school to play loads of chess (tournament *and* friendly games)
- b. showing respect - shaking hands throughout the wins and losses
- c. students representing their school (some for whom it may be their only opportunity)

We request that you continue the Ficheall.ie ethos by considering carefully how you interpret and report the results to your students. The Ficheall.ie Team is made up of only primary school teachers and principals. We, as teachers and principals, understand that you know your chess-playing students best.

### **FIVE TIPS FOR REVIEWING RESULTS WITH STUDENTS**

1. Recall particular games with students where they lost well, won well or fought back into the game.
2. Highlight how the collective team effort allowed them finish 3rd, mid-table, one from the bottom, etc.
3. Single out individual instances of resilience such as losing five games and then winning one
4. Returning teams/schools could compare results from previous years to see if they improved
5. For teams who did not do as well as they hoped highlight that the results prove they were playing against better chess players - playing better chess players is the best way to improve chess skills

If there's one thing we, the Ficheall.ie Team, have realised in coordinating this it is that the teachers that choose to lead Ficheall in their school are innovative, open-minded and progressive. We know if you choose to share the results with your students you will frame them in a positive and productive way for your students. We hope these five tips help you do that.

# Literacy Development through Chess Lessons

## Part 1: Chess-based Literacy Tasks

Please tick the box if task listed is one which you plan to do with your group next year.

Class level/setting: \_\_\_\_\_

	Task	Tick
1.	<b>Procedural writing</b> – assign students the task of creating an instructional piece of writing to describe how to play one of the mini-games. Making use of the writing process students will draft, edit, redraft and publish with a diagram in a typical procedural structure listing resources, equipment, requirements, etc.	
2.	<b>Comprehension strategies</b> – while teaching the mini-games (and perhaps during teacher v’s class games) integrate the comprehension strategies of predicting, sequencing, clarifying, inferring, etc. Make explicit link to these similar to using them when reading a whole-class text.	
3.	<b>Buddy system of coaching</b> – Once a group of students are confident and competent in playing certain mini-games assign them the task of teaching younger students. Practice the sequence of instructions and specific language to be used before hand (possible integration with task 1 above). This task could also be done with adults visiting the school or students visiting local adult groups (such as care homes for elderly).	
4.	<b>Recount/ Report writing</b> – Following the class groups visit to play another class, group, school in chess, assign students the task of writing a recount or report of the event. Providing students with a rubric beforehand and again utilising the writing process of drafting, editing, redrafting, etc. publish the best pieces on the school website. This could also be done using a computer word processor or slide show allowing students to incorporate pictures in their recount/ report. Alternatively, student can visit other classrooms to present their piece orally.	
5.	<b>Narrative</b> - Did you know Lewis Carroll (author and mathematician) wrote a sequel to Alice in Wonderland (1865) called Alice Through The Looking Glass (1871). It features many references to chess pieces who come alive. The book could be read in full as a class novel or summarised and used as a stimulus for students to write their own narrative story which feature chess pieces or (for senior students) utilise chess as an analogy or metaphor or power, conflict or intelligence. Assign an audience for students to write to – this could be classmates or students in older or younger classes who will read their stories or have the story dramatically read to them. Like a good game of chess, a good story needs a good opening, clever middle and an exciting end-game.	

6.	<p><b>Student-organised chess</b> – Facilitate and support senior students to run a lunch-time chess league or whole day Christmas tournament for younger students. This will require promotional material to be created listing entry fees and rules and the registration of names and fees (contribution towards chess equipment for the school perhaps). During the weekly league or one-day tournament, students will have to help young students find their correct board, collect scores, adjudicate on games and create new fixtures. It requires organisation, teamwork and patience on behalf of the group of students – it only requires one or two knowledgeable chess players who can referee tricky games. This is best done after the students have experienced a well-run chess league or tournament so they have an idea of good organisation.</p>	
7.	<p><b>History</b> – Assign a history project with a chess slant such as “The History of the World through a Chess Lens” where students are challenged to research characters from history who played chess. Examples include:</p> <ul style="list-style-type: none"> <li>• Hugh Alexander</li> <li>• the match of the century during the cold war</li> <li>• a chess game played between Lenin and Hitler</li> <li>• the role of women in chess through history and the role of the Queen (which changed greatly through history)</li> <li>• the development of the game in medieval culture, the feudal system and Lewis chess pieces</li> <li>• the ever-present comparison between chess and war and</li> <li>• the origins of the game in Asia</li> </ul>	
<p><b>Other ideas for literacy tasks:</b></p>		

# Literacy Development through Chess Lessons

## Part 2: Oral Language through Beginner Chess Lessons

The New Primary Language Curriculum (2019) lists 12 learning outcomes in the strand of oral language. Please tick Yes or No depending on whether you believe it is possible to achieve some, or all, of these using the chess lessons you have participated in this week.

	Learning Outcome Label (summarised learning outcome description)	Y	N
1.	<b>Engagement, listening and attention</b> – actively listen and attend for extended periods of time (stage 4 – 5 <sup>th</sup> /6 <sup>th</sup> class).		
2.	<b>Motivation and choice</b> – Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes (stage 3 and 4 – 3 <sup>rd</sup> to 6 <sup>th</sup> class).		
3.	<b>Social conventions and awareness of others</b> – Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics (stage 3 – 3 <sup>rd</sup> /4 <sup>th</sup> class).		
4.	<b>Sentence structure and grammar</b> – Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken (stage 3/4 – 3 <sup>rd</sup> to 6 <sup>th</sup> class).		
5.	<b>Vocabulary</b> – Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use de-contextualised language (stage 1/2 – J1 to 2 <sup>nd</sup> class).		
6.	<b>Demonstration of understanding</b> – Respond creatively and critically to what they have heard and experienced (stage 4 – 5 <sup>th</sup> /6 <sup>th</sup> class).		
7.	<b>Requests, questions and interactions</b> – Express personal needs, opinions and preferences, explaining and justifying their perspective (stage 3/4 – 3 <sup>rd</sup> to 6 <sup>th</sup> class).		
8.	<b>Categorisation</b> - Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding (stage 1/2 – J1 to 2 <sup>nd</sup> class).		
9.	<b>Retelling and elaboration</b> - Retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate (stage 3/4 – 3 <sup>rd</sup> to 6 <sup>th</sup> class).		
10.	<b>Playful and creative use of language</b> - Use language playfully and creatively in their own conversations and texts and across other languages as appropriate (stage 3/4 – 3 <sup>rd</sup> to 6 <sup>th</sup> class).		
11.	<b>Information giving, explanation and justification</b> - Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. (stage 3/4 – 3 <sup>rd</sup> to 6 <sup>th</sup> class).		
12.	<b>Description, prediction and reflection</b> - Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts. (stage 3/4 – 3 <sup>rd</sup> to 6 <sup>th</sup> class).		

### Procedure: How to solve a Chess Puzzle

**Step 1:** Recreate the chess puzzle on an actual chess board

**Step 2:** Experiment with possibilities on the actual chess board until a solution is found. Remember the "Yes-No" rule. . .

**Step 3:** Record the solution underneath the puzzle  
Eg. Nd8 (Knight moves to d8)

**Name**                      **Symbol**

The Queen                      Q

The Rook                        R

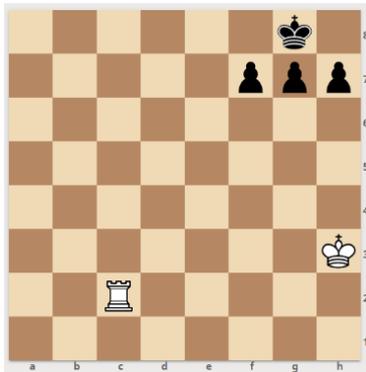
The Bishop                      B

The Knight                      N

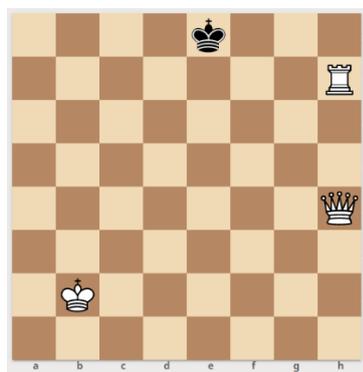
The Pawn

### One-Move Checkmate Puzzles: Set 1

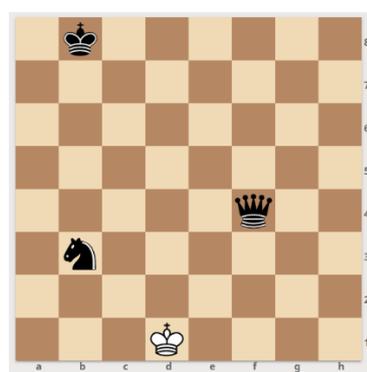
1. White to move



2. White to move



3. Black to move



### One-Move Checkmate Puzzles: Set 2

4. Black to move



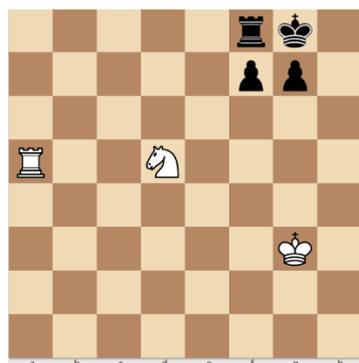
5. White to move



6. White to move



### Two-Move Checkmate Puzzle



## Summary of Mini-Games and Approaches to Vary the Teaching of Chess

Lesson	Focus Skill	Chess Focus	Mini-Game(s)/Approach
1	Respect	The Pawn	The Pawn Game
2	Accepting Defeat	The Rook	Rook Challenge, Rook v 5 Pawns
3	Planning Ahead	The Knight (Part I)	Radioactive Horse Poo
4	Compliments	The Knight (Part II)	The Dark Knight Game
5	Teamwork	The Bishop	Bishops' Rule, Bishop v 3 Pawns, Chess Without Royalty
6	Decision Making	The Queen	Team v Queen, Target Chess (without King)
7	Patience	The King	Indoor Football, A Knight's Kingdom, Early Chess
8	Safe & Unsafe	Check	Check Puzzles, 3 Check Chess, Fast Forward Chess
9	Resilience	Checkmate	End Games (Q+R, R+R), Checkmate Puzzles
10	Practice	Full Chess	Construct a Checkmate, Real Chess
In-School Chess Practice/Leagues/Competitions (see chess variations/methodologies below)			
Complete Ready for Regionals Checklist by teaching castling, en passant, promotion, etc.			
Attend a local Ficheall Inter-School Tournament (non-competitive – no prizes awarded)			

### Methodologies which can be applied to any chess mini-game:

- One-on-one (traditional)
- Hand & Brain
- Action Chess
- Teacher v's Students

### Chess Variations:

- Swap Chess
- Loser Chess
- Target Chess
- Curtain Chess
- 5X5 Chess
- King of the Hill
- Progressive Chess
- Early Chess

### Where next?

- Castling
- Promotion
- Stalemate & Draw
- En Passant
- Defend against Fool's Mate & Scholar's Mate
- squashmate K&Q v K
- checkmating with K+R v K
- the passed pawn & 3 pawn trick breakthrough
- Taking free pieces
- forks
- pins (against King or other pieces)
- skewers and x-rays
- discovered attacks
- Openings

## Chess for Social Skills

Chess for social skills is a series of ten one-hour lessons which use the popular game of chess to develop social skills in primary school students from 1<sup>st</sup> to 6<sup>th</sup> class. The programme of lessons is best delivered in large groups such as a mainstream classroom. As the progressive series of lessons builds the knowledge and ability of students to understand and play the game of chess, the lessons also structure discussion and exploration of concepts listed below. Rather than imposing the skills into the game, instead the game has been examined by an experienced primary school teacher as to the skills it develops and the social skills the game develops naturally.

### **What are Social Skills?**

Social skills are the skills we use to interact with one another both verbally and non-verbally through gestures, body language and personal appearance.

- Eye contact
- Turn taking
- Sharing
- Identifying emotions (Saying how he/she feels)
- Explaining emotions (Saying why he/she feels sad/happy/angry etc.)
- Managing emotions (Acting appropriately despite feeling angry/happy/sad)
- Personal space
- Tone of voice
- Body language and gestures

(Adapted from NCSE document on “Developing Social Skills”: <https://ncse.ie/wp-content/uploads/2020/06/Developing-Social-Skills.pdf>)

### **Chess for Social Skills Series of Lessons:**

1. Respect
2. Accepting Defeat
3. Planning Ahead
4. Etiquette
5. Teamwork
6. Decision-Making
7. Patience
8. Safe & Unsafe
9. Resilience
10. Practice

### **SPHE Curriculum Learning Objectives achieved:**

Strand	Strand Unit	Chess for Social Skills
Myself	Self-Identity	<b>Yes</b>
	Taking Care of My Body	No
	Growing & Changing	No
	Safety & Protection	No
	Making Decisions	<b>Yes</b>
Myself & Others	Relating to Others	<b>Yes</b>
	My friends & other people	<b>Yes</b>
	Myself & my Family	No
Myself & the Wider World	Developing Citizenship	<b>Yes</b>
	Media Education	No

## Chess for Social Skills: 1<sup>st</sup> & 2<sup>nd</sup> Class SPHE Curriculum

<b>Strand: Myself</b>	<b>Strand Unit: Self-identity</b>
<ul style="list-style-type: none"> <li>develop an appreciation of and talk about personal strengths, abilities and characteristics</li> </ul>	Lesson 7 - Patience
<ul style="list-style-type: none"> <li>become more independent and self-reliant</li> </ul>	Lesson - 3 Planning Ahead
<ul style="list-style-type: none"> <li>express personal opinions and preferences and acknowledge those of others and comment on them</li> </ul>	Lesson 10 - Practice
<ul style="list-style-type: none"> <li>recognise and reflect on choices that are made every day</li> </ul>	Lesson 6 - Decision Making
<ul style="list-style-type: none"> <li>discuss the factors that may influence personal decisions or choices</li> </ul>	Lesson 8 – Safe & Unsafe
<ul style="list-style-type: none"> <li>that being involved in decision-making demands more personal responsibility</li> </ul>	Lesson 6 - Decision Making Lesson 7 - Patience

<b>Strand: Myself &amp; Others</b>	<b>Strand Unit: Relating to others</b>
<ul style="list-style-type: none"> <li>explore and practise how to handle conflict without being aggressive</li> </ul>	Lesson 2 – Accepting Defeat
<ul style="list-style-type: none"> <li>express and record experiences, opinions, feelings and emotions in a variety of ways</li> </ul>	Lesson 4 - Etiquette
<ul style="list-style-type: none"> <li>listen, hear and respond to what is being said by others</li> </ul>	Lesson 5 - Teamwork
<ul style="list-style-type: none"> <li>distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions</li> </ul>	Lesson 1- Respect Lesson 4 - Etiquette

<b>Strand: Myself &amp; Others</b>	<b>Strand Unit: My friends and other people</b>
<ul style="list-style-type: none"> <li>know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else</li> </ul>	Lesson 9 - Resilience
<ul style="list-style-type: none"> <li>recognise and explore bullying behaviour, who is involved and the effects on different people</li> </ul>	Lesson 9 - Resilience
<ul style="list-style-type: none"> <li>know how to treat people with dignity and respect</li> </ul>	Lesson 1 – Respect Lesson 2 – Accepting Defeat

<b>Strand: Myself &amp; the Wider World</b>	<b>Strand Unit: Developing Citizenship</b>
<ul style="list-style-type: none"> <li>engage in group activities in the class and learn how to share, co-operate, listen to, work and play together</li> </ul>	Lesson 5 - Teamwork

## Chess for Social Skills: 3<sup>rd</sup> & 4<sup>th</sup> Class SPHE Curriculum

<b>Strand: Myself</b>	<b>Strand Unit: Self-identity</b>
<ul style="list-style-type: none"> <li>become increasingly responsible and autonomous</li> </ul>	Lesson 3 - Planning Ahead
<ul style="list-style-type: none"> <li>express personal opinions, feelings, thoughts and ideas with growing confidence</li> </ul>	Lesson 10 – Practice
<ul style="list-style-type: none"> <li>enhance his/her own learning</li> </ul>	Lesson 10 – Practice

<b>Strand: Myself</b>	<b>Strand Unit: Making decisions</b>
<ul style="list-style-type: none"> <li>become aware of and think about choices and decisions that he/she makes every day</li> </ul>	Lesson 6 - Decision Making
<ul style="list-style-type: none"> <li>explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision</li> </ul>	Lesson 7 – Patience
<ul style="list-style-type: none"> <li>recognise and explore the risks and the consequences of making a particular decision</li> </ul>	Lesson 6 - Decision Making
<ul style="list-style-type: none"> <li>learn and begin to devise a simple decision-making strategy</li> </ul>	Lesson 8 – Safe & Unsafe
<ul style="list-style-type: none"> <li>make individual and group decisions</li> </ul>	Lesson 8 – Safe & Unsafe

<b>Strand: Myself &amp; Others</b>	<b>Strand Unit: My friends and other people</b>
<ul style="list-style-type: none"> <li>explore and examine ways of dealing with bullying</li> </ul>	Lesson 9 - Resilience
<ul style="list-style-type: none"> <li>recognise, discuss and understand bullying</li> </ul>	Lesson 9 - Resilience
<ul style="list-style-type: none"> <li>respect and show consideration for the views, beliefs and values of others</li> </ul>	Lesson 7 - Patience
<ul style="list-style-type: none"> <li>practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others</li> </ul>	Lesson 2 – Accepting Defeat

<b>Strand: Myself &amp; Others</b>	<b>Strand Unit: Relating to others</b>
<ul style="list-style-type: none"> <li>identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable</li> </ul>	Lesson 2 – Accepting Defeat
<ul style="list-style-type: none"> <li>give and receive compliments and constructive criticism in different situations</li> </ul>	Lesson 4 – Etiquette
<ul style="list-style-type: none"> <li>use language, gestures and other appropriate behaviour to perform social functions</li> </ul>	Lesson 1 – Respect
<ul style="list-style-type: none"> <li>listen carefully and reflectively to others</li> </ul>	Lesson 1 – Respect
<ul style="list-style-type: none"> <li>recognise and explore various verbal and non-verbal means of communicating</li> </ul>	Lesson 4 – Etiquette

<b>Strand: Myself &amp; the Wider World</b>	<b>Strand Unit: Developing Citizenship</b>
<ul style="list-style-type: none"> <li>discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner</li> </ul>	Lesson 5 – Teamwork
<ul style="list-style-type: none"> <li>develop and practise leadership roles and learn to work together in different group situations</li> </ul>	Lesson 5 – Teamwork
<ul style="list-style-type: none"> <li>be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others</li> </ul>	Lesson 4 – Etiquette

## Chess for Social Skills: 5<sup>th</sup> & 6<sup>th</sup> Class SPHE Curriculum

<b>Strand: Myself</b>		<b>Strand Unit: Self-identity</b>
• become more independent and autonomous		Lesson 10 - Practice
• take increasing personal responsibility for himself/herself		Lesson 3 - Planning Ahead
• enhance skills to improve learning		Lesson 7 – Patience lesson 10 – Practice
• develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others		Lesson 4 – Etiquette
• reflect on his/her experiences and the reasons for taking different courses of action		Lesson 3 - Planning Ahead

<b>Strand: Myself</b>		<b>Strand Unit: Making Decisions</b>
• identify sources of help in solving problems		Lesson 8 – Safe and Unsafe
• discuss and practise a simple decision-making strategy		Lesson 8 – Safe and Unsafe
• recognise that decisions have consequences and that not all people will make the same decisions all the time		Lesson 6 - Decision Making
• explore and learn to examine critically the factors and levels of thought that influence decisions and choices		Lesson 7 - Patience
• acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make		Lesson 6 - Decision Making

<b>Strand: Myself &amp; Others</b>		<b>Strand Unit: My friends and other people</b>
• explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully		Lesson 9 – Resilience
• recognise, discuss and understand bullying and its effects		Lesson 9 – Resilience
• practise and recognise the importance of care and consideration, courtesy and good manners with others		Lesson 2 – Accepting Defeat

<b>Strand: Myself &amp; Others</b>		<b>Strand Unit: Relating to others</b>
• explore and practise how to handle conflict without being aggressive		Lesson 2 – Accepting Defeat
• begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others		Lesson 4 – Etiquette
• listen actively to others and respect what each person has to say		Lesson 1 – Respect
• explore and practise the many verbal and non-verbal ways in which people communicate with each other		Lesson 1 – Respect

<b>Strand: Myself &amp; the wider world</b>		<b>Strand Unit: Developing citizenship</b>
• practise ways of working together and of developing a sense of belonging		Lesson 5 – Teamwork
• explore the concept of the class or school as a community		Lesson 5 – Teamwork