

Year 5

Me Inc. Thematic Unit



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About this Thematic Unit

This Thematic Unit is linked to the Years 4/5 ICL *Mighty Me*. In this thematic unit, children develop a greater sense of self-awareness. They are encouraged to think critically about the events and circumstances that have shaped their lives and reflect on what is important to them.

This thematic unit presents children with opportunities to develop some of the skills that meet the requirements of the Northern Ireland Curriculum at Key Stage 2. The focus within this unit is outlined below:

Northern Ireland Curriculum Objective	To develop the young person as an individual.
Key Element	<i>Personal Understanding</i>
Thinking Skills and Personal Capabilities	This thematic unit focuses on <i>Self-management</i> . Children have opportunities to: <ul style="list-style-type: none"> • become more self directed by working independently or within a group; • become more confident through developing knowledge of their personal strengths and weaknesses; and • work towards personal targets (identified individually or jointly with the teacher).
Cross-Curricular Skills	Where appropriate, learning intentions that relate to the Cross-Curricular skills are signposted. These cross-curricular skills are: <ul style="list-style-type: none"> • Communication (Comm) • Using Mathematics (UMaths) • Using ICT (UICT)
Connecting the Learning	This thematic unit provides teachers with the opportunities to connect learning across the following Areas of Learning: <p><i>Personal Development and Mutual Understanding</i> Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> • their self-esteem and self-confidence; and • effective learning strategies. <p><i>The Arts (Art and Design)</i> Pupils should be enabled to:</p> <ul style="list-style-type: none"> • investigate and respond to direct sensory experience and memory; and • use a range of materials, tools and processes to realise their ideas and intentions (this includes 3D construction). <p><i>The World Around Us</i> Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> • change over time; and • place (materials).
Aim	The aim of this thematic unit is to encourage children to: <ul style="list-style-type: none"> • recognise their worth as individuals, by identifying positive things about themselves and their achievements to date; • develop a deeper sense of their identity; • reflect on their own strengths as learners; and • increase their responsibility for their own learning.

SECTION 01



What Has Shaped Me?

Activity One

Art Spiral

Suggested Learning Intention

Children will:

- be able to reflect and communicate thoughts, ideas and feelings in a creative way (Comm).



Suggested Learning and Teaching Activities

As a class, read *Wilfred Gordon McDonald Partridge*, by Mem Fox. Invite the class to discuss the importance of memories. Next, clear an open space in the classroom. Place a number of flip chart pages in the centre of the open space. Draw a spiral on each flip chart page. Ensure that the spirals are large enough to include a space for all the children in the class. Ask the children to draw something on the spiral, that represents a significant memory from their past. Invite them to also write a few descriptive words next to their drawing.

If time allows, invite the children to take a second turn to draw an image that represents another memory. When the spiral drawings are completed, display them in the classroom. Encourage the children to comment on the different drawings and to ask questions.

As a debrief activity, encourage the children to describe their feelings when they initially drew their picture on the spiral. Then, ask them to describe their emotions when they viewed the drawings of the whole class. Ask them if their thoughts or feelings changed when they saw the drawings created by the entire class. Identify drawings that were modified or developed on the spiral. Invite the children who created these drawings to talk about them and describe their feelings.

Activity Two

Making It Visual

Suggested Learning Intention

Children will:

- evaluate what they have learned and compare approaches used (TS&PC).



Suggested Learning and Teaching Activities

Provide the children with a variety of classroom art materials for example, paint, crayons, paper and collage materials. Distribute a sheet of paper to each child. Explain that this sheet of paper represents their life, from the beginning to the present day. Ask the children to use the materials provided to create an image that represents their thoughts and feelings about their life. Remind them to think about the most important times in their lives and how they felt and what they thought. Ask them to try to represent these feelings and thoughts in their drawings. Encourage the children to be as expressive as possible. Remind them that their memories are individual and that their picture will be different to everyone else in the class.

When the children have completed their drawings, hold a gallery session. Encourage the children to talk about their drawings and explain how they represent their lives. You may wish to do this through partner work or in small groups in the first instance and then share with the class.

Use the following questions to encourage the children to talk about their drawings:

- *What does your picture show?*
- *Are there any themes that you share with others?*
- *What are some of your significant memories?*
- *Why did you choose those materials and colours?*
- *How do you feel about the overall image you have created?*
- *Does the picture show more about what you feel about your life so far or what you thought about it?*

Invite the children to reflect on what they have experienced and managed so far in their lives and what is to come in the future.

Activity Three

Memory Box Part 1

Suggested Learning Intentions

Children will:

- plan what they need to do to complete a task (TS&PC); and
- become more self directed when carrying out a task.

Suggested Learning and Teaching Activities

Show the class a sample or images of memory boxes. You can view examples on www.memoryboxes.co.uk

Remind the children of the significant memories they revealed in the last activity. Explain that an important part of their personal and emotional development is to remember their life experiences and their thoughts and feelings at different stages of their lives. One way to remember their life experiences is to keep memorable items and photographs. They can also plan for their future by writing down their hopes and dreams now.

Explain to the class that they are going to create their own memory box. This will be a container to protect, celebrate and keep special contents. The memory box will reflect who they are now and will store their important memories for the future. Explain to the children that every memory box will be different as it will reflect them personally. Inform the children that the process of making the

memory box is very important and that you will be looking out for:

- their ability to manage the task;
- how independent they are in designing and creating their memory box;
- how they are able to gather items and materials needed for the task;
- how they plan what needs to be done; and
- how they evaluate what has been learned through the process.

Ask the children to collect a range of household materials with different colours, textures and shapes. Explain that these will be used to make their memory box.



Activity Four

Boxes and Nets

Suggested Learning Intentions

Children will:

- investigate the range of nets that they can create using 3D shapes; and
- relate a product to its intended purpose.



Suggested Learning and Teaching Activities

Ask the children to collect a range of used household containers for example, washing tablets, teabag, cereal or sweet boxes. Allow them to examine the containers. Invite them to choose one container and describe the shape, number of faces, edges and corners.

Dissect any surplus boxes. Organise the class into groups. Ask them to:

- examine how the boxes are put together; and
- sort the 3D shapes according to different criteria.

Show the children images or real examples of commercially made memory containers. Ask them to consider the following questions:

- What makes these boxes different to an ordinary storage box?
- What do you need to do to ensure your memory box reflects you?

Ask the children to recall items or images that may have featured in the drawings created in Activity 2. Talk about items that could be included such as photographs, lyrics to favourite songs or poems, jokes, special images, cards and letters or small objects with special meaning – like a stone or bead. Ask the children to consider including some of these images/items in the cover of the box.

Optional Activities

Examining Evidence

Suggested Learning Intention

Children will:

- examine simple evidence.

Suggested Learning and Teaching Activities

Display photographs or pictures of containers from the past. Alternatively, show the class an old container that they would not be familiar with for example a tea caddy, snuff box or ladies dressing box.

Organise the class into groups. Distribute a picture of an old container to each group. Inform each group that their task is to try to find out as much information about the object as possible. Next, distribute *Investigating an Object* (Resource A) to each group. This will help the groups to focus their investigation. Remind the children to:

- examine the evidence;
- ask open and closed questions about the item;
- make simple deductions about the item and the people who may have used it; and
- summarise the information, compile an information sheet about the container and communicate this to the class.



Teacher Note

Alternatively, you may give a real object to each group. In this scenario, use *Investigating an Object – Teacher Prompt* (Resource B) to guide the children's investigations.



Lear

Activity Five

Plan it Out!

Suggested Learning Intentions

Children will:

- plan out what is needed in order to carry out this task (TS&PC); and
- become more self directed when carrying out a task.



Suggested Learning and Teaching Activities

Organise the class into pairs. Distribute a copy of the *Plan it Out! Question Cards* (Resource C) to each pair. Ask pairs to read and answer the Plan it Out! Question Cards. This will help them to focus their learning. Invite pairs to share their answers with the class. As a class, draw up a collective list of criteria for the memory box. Criteria for the memory box might include some of the following:

- date – must include significant calendar dates;
- graphics – must include a scanned photograph/representative images;
- colour – must include a colour to reflect my feelings; and
- design – must have a hidden area for secret things.

Ask the children to get back into their pairs. Distribute a copy of Resource D to each pair. Teacher Note: Enlarge Resource D (Plan it Out! Grid) to A3 size. Ask pairs to use the resource to plan what their memory box will look like. Review the established criteria.

Finally, ask pairs to peer assess each other's design using the *Two Stars and a Wish* method. The children must write down two things they like about the design and one improvement.

Activity Six

Memory Box Part 2

(ongoing as part of Art and Design Sessions)

Suggested Learning Intention

Children will:

- evaluate what has been learned and compare approaches used.



Suggested Learning and Teaching Activities

In this activity, the children create their memory box. Remind them to follow their design plan to build their memory box. Encourage them to use the materials, container, colours and images outlined in their plan. However, inform the children that they can review and change aspects of the design at any time. Invite them to present their memory box with their original plan and any information about changes to the design.

Next, invite the children to place items that represent their important memories inside their memory box. Ask them to put the date and their name and address on the underside of the box. Encourage the children to use the following format for their address:

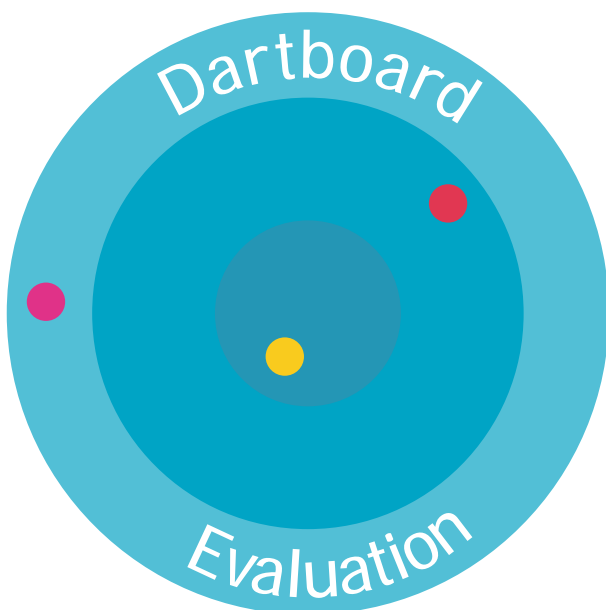
Zoe Mallet
12 Tree Walk
Any Town
Co. Somewhere
Northern Ireland
United Kingdom
British Isles
Europe
The World
The Universe

This address format signifies the important place that the children have on the earth.

Display the children's work in a prominent place in the school. Invite parents to view the finished designs. Remind them to occasionally re-evaluate the contents of their memory box and discard some of the older items to make room for new treasures with more sentimental value.

Invite the children to comment on and assess their work. Distribute the *Self-Evaluation Cards* (Resource E) to each child. Ask them to use this to critically assess and evaluate their work.

Hold a *Dartboard Evaluation* of the overall activity. Ask the children to consider the following question: *'How much did you enjoy creating the memory box?'* Ask them to place a sticky dot on the dartboard (three or more concentric circles drawn on a large page) with each circle indicating the level of enjoyment from low level at the outside circle to high level at the centre circle.



Optional Activity

Materials

Suggested Learning Intention

Children will:

- justify opinions and conclusions (TS&PC).

Suggested Learning and Teaching Activities

As a class, investigate the range of materials used to make the memory boxes. Sort the different materials into different groups for example, colour, shape, texture, natural fibres or manufactured fibres. Invite the children to explore the properties of some of the materials for example, flexible, absorbent, rigid or transparent. Find out how some materials behave.

Complete an investigation to determine which type of paper is most suitable as a liner for the memory box:

- tissue paper;
- cardboard; or
- photocopy paper.

Create a wall display of the materials used to make the memory boxes. Ask the children to list words to describe the different materials. List the properties of each material and what it is used for.

Optional Activity Creative Writing

Suggested Learning Intentions

Children will:

- generate ideas (TS&PC); and
- be able to reflect and communicate thoughts, ideas and feelings in a creative way (Comm).

Suggested Learning and Teaching Activities

As a class, read most of *A Dark Dark Tale* by Ruth Brown. Do not finish reading the story. Stop at the last section of the story, when the box is introduced. Invite the children to generate as many ideas as possible about what might be in the box in the corner of the cupboard.

Next, invite the children to write their own versions of *A Dark Dark Tale*. Ask them to illustrate their stories. Invite them to present their stories to the rest of the class. Display their stories in the classroom.

As an additional activity, make a future memory box. The box should contain evidence of what the class were doing, watching, making, listening to on a certain day of the year. *(Historians suggest that items that describe the daily lives of the people who created the time capsule, such as personal notes, pictures, and documents, greatly increase the value to future historians).*

Optional Activity Group Challenge

Suggested Learning Intention

Children will:

- make predictions and be able to distinguish between fact and opinion (TS&PC).

Suggested Learning and Teaching Activities

Teacher Preparation

Collect four or five shoe boxes. Place a number of items in each shoe box for example:

- car keys;
- a purse or wallet containing dollars;
- a photograph of a boy;
- a bus ticket;
- a letter beginning, 'Dear Dad' and ending with, 'Love, T x';
- a map of the London Underground;
- a pair of glasses; and/or
- a piece of paper with a London address and telephone number.

All shoes boxes must contain the same items.

Organise the class into groups. Invite them to adopt group roles for example reporter and spokesperson. Distribute a shoe box to each group. Challenge each group to use the evidence in the shoe box to work out as much information as possible about the owner. Invite them to present their conclusions to the rest of the class.

Section 01 What Has Shaped Me?

As a debrief, invite the children to think critically about the other groups' responses and the deductions that they made. Invite them to say if they agree or disagree with other groups' conclusions. Ask the children to consider if their conclusions would be different if the box was found in the lost property office of an airport, school, or office.

Make sure that the children know how to:

- distinguish between facts and assumptions; and
- identify how to use evidence to find out more information.



SECTIONS 02



Who Would Want
To Be Me?

Activity Seven

Looking at Identity

Suggested Learning Intention

Children will:

- be aware of their different roles and personal interests.

Suggested Learning and Teaching Activities

Invite the children to recall the life drawings they created in Activity 2 and the many different and varied memories they stored in their memory boxes.

Write the word *Identity* on the board or on a flip chart page. Invite the class to talk about what this word means to them. Explain to the children that the word *Identity* is defined as meaning: *whatever makes us definable and recognisable, the set of characteristics that we possess which distinguishes us from others.* We often have different identities according to the roles we have. We call this our multiple identities.

Talk to the children about your identity, for example:

- your name and why you were given it;
- where you come from;
- who you are at home: a wife/husband, a mother/father, a carer;
- who you are at school for example a teacher, a co-ordinator, a member of the SMT; and
- who you are in your community: a member of the art club, a member of the church, a trainer at the swimming club.

Present the class with a visual representation of your identity. You can use words, pictures, photographs or a digital presentation.

Ask the children to think about their own multiple identities. Organise the class into pairs. Encourage pairs to talk about their different identities. Finally, invite pairs to share their identities with the rest of the class.

Ask the children to work individually. Distribute the Spider Diagram (Resource F) to each child. Explain that this shows the different identities that a person might have. Next, distribute a sheet of paper to each child. Ask the children to draw a *Spider Diagram* that represents their identities. Instruct them to draw their face in the middle of the page and to draw a wide circle around their image. Next, ask them to draw lines radiating from the centre. Ask them to attach a word, symbol or picture that signifies another part of their identity. Collect and store the Spider Diagrams as these will be used again in Activity 9.

Activity Eight

Quiz Time

Suggested Learning Intention

Children will:

- be aware of their personal strengths and limitations (TS&PC).

Suggested Learning and Teaching Activities

Organise the class into pairs. Distribute a copy of the *Attitudes and Dispositions* (Resource G) to each pair. Use Resource I to provide the children with further examples of different attitudes and dispositions. As a class, read through the list of attitudes and dispositions and make sure every child understands the meaning of each of the words. Invite the children to suggest any additional attitudes or dispositions and add these to the list. Remind them that they need to have shown a quality more than once to be able to claim that they have that quality.

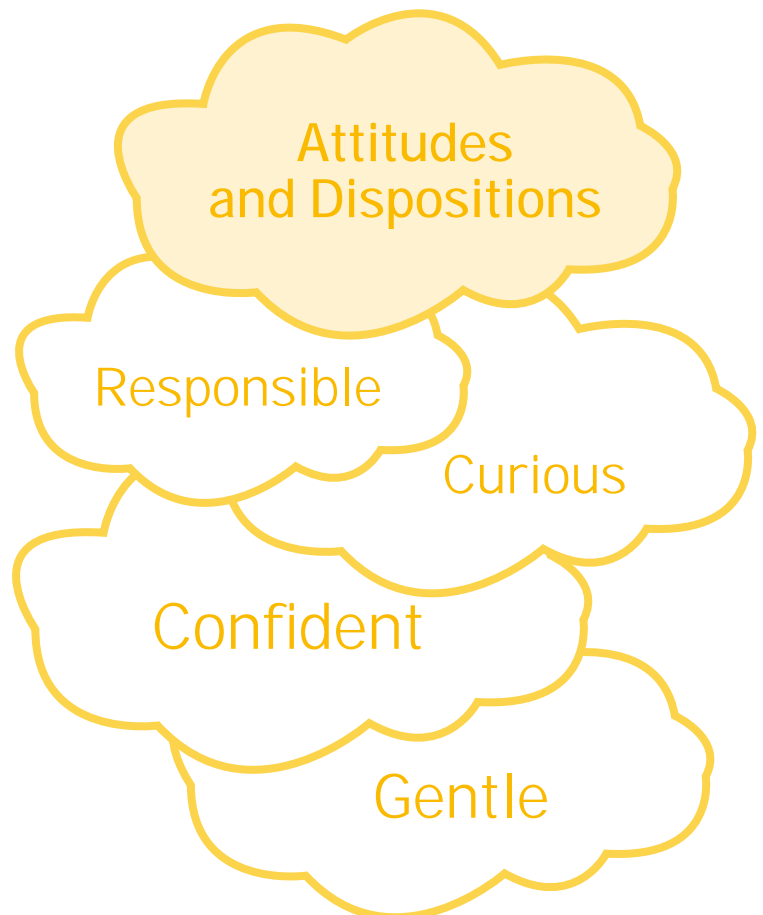
Ask the children to follow these instructions:

- Read through the list of attitudes and dispositions.
- Give yourself a score using the 0-4 range for how much you possess that attitude or disposition.
- Give evidence to justify your scores (describe when you have displayed this attitude or disposition).
- Add up your score.
- Swap your list with your partner.
- Think about your partner's attitudes and dispositions.
- Give your partner a score for each attitude and disposition and justify your reasons for the score (give evidence).
- Add up your partner's new score.
- Give the list back to your partner so that you have your original list.

- Look at the differences in scores.
- Highlight the areas where you scored highest.
- Highlight the areas where you scored the least.
- Does this reflect how you feel?
- What attitudes and dispositions do you need to work on?

As a debrief, invite the children to focus on which aspects of the results they were:

- happy with;
- surprised with; or
- disappointed with.



Optional Activity

Taboo

Suggested Learning Intention

Children will:

- demonstrate understanding of attitudes and dispositions.

Suggested Learning and Teaching Activities

Divide the class into groups. Distribute an envelope containing the *Taboo Word Cards* (Resource H) to each group. Make sure that the Taboo Word Cards are cut into individual words.

Invite each child to take it in turns to choose one word from the envelope. Ask them to try to explain the meaning of the word to their group, without using the word on the card. Explain to the children that they can describe a situation they have been involved in to explain what the word means. Invite other members of the group to try and guess the word.

Alternatively distribute copies of *Scenarios for Attitudes and Dispositions* (Resource I) to each group, make sure to cut the attitude/disposition word from the text. Ask each group to read the scenarios and match with the word that they think suits best. Gather their responses and invite them to think of alternative scenarios that may have happened in class to describe the words.



Taboo
Cards

Activity Nine

Identifying Attitudes and Dispositions

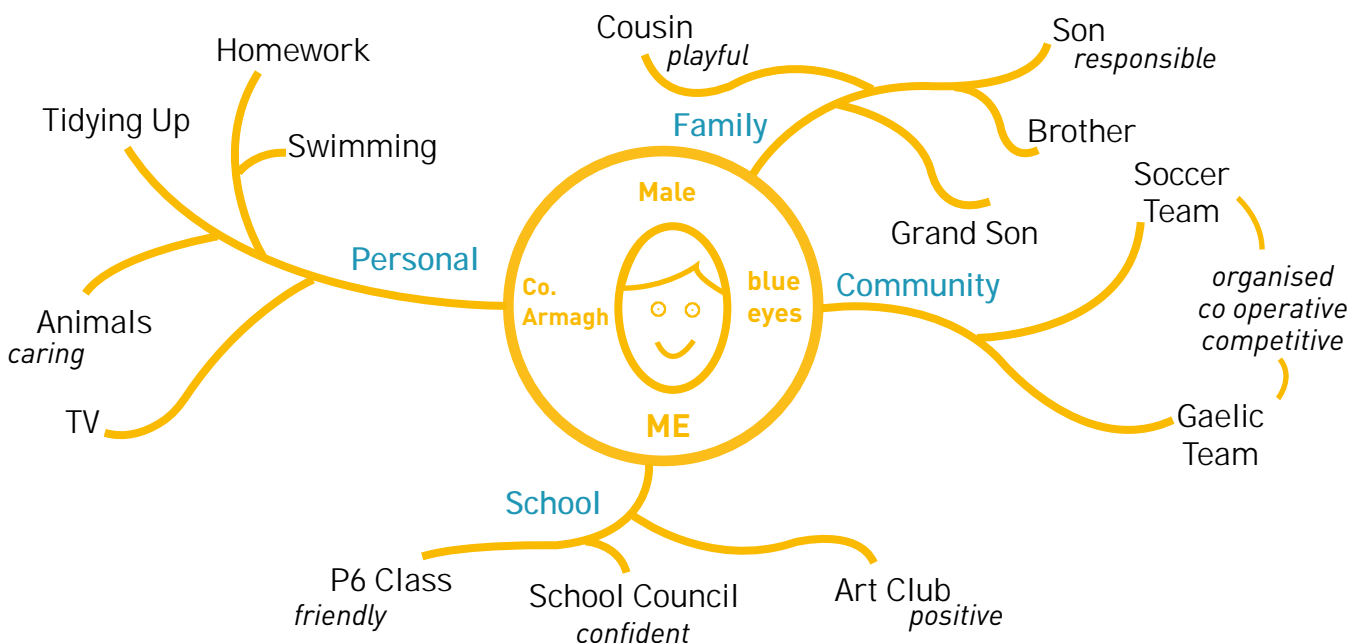
Suggested Learning Intention

Children will be able to:

- identify their personal attitudes and dispositions (TS&PC).

Suggested Learning and Teaching Activities

Re-distribute the Spider Diagrams made in Activity 7. Ask the children to review the outcomes of the attitudes and dispositions quiz. Invite them to consider all of the attitudes and dispositions that they use throughout the day as part of their identities. Invite them to review and amend their spider diagram.



Activity Ten

Advertisement

Suggested Learning Intention

Children will:

- Use ICT to communicate, develop and present ideas (UICT).

Suggested Learning and Teaching Activities

Organise the class into groups. Distribute copies of job advertisements to each group. You can source these from local newspapers or recruitment agencies. Invite the groups to highlight the most important words and phrases used in job advertisements to recruit people. Invite them to present their findings to the rest of the class.

Next, ask the children to work individually. Invite them to use ICT to design an advertisement to recruit a person to take over their identity for a day. The job advertisement must describe the attitudes and dispositions that an applicant would need to adopt the identity of the child for example:

The applicant must be:

- helpful at home;
- tolerant of younger sister; and/or
- kind and share toys with older brother.

Publish the advertisements on the school intranet.

Distribute a copy of *Where, Who, What and How?* (Resource J) to each child. Ask them to read this. Explain that it will help them to design their advertisement.

Optional Activity

Another's Identity

Suggested Learning Intention

Children will:

- use ICT to communicate, develop and present ideas (ICT).

Suggested Learning and Teaching Activities

Explain to the class that in this activity, they are going to take on a new identity for the day. Ask the children to choose someone they admire. They can choose someone they know, a famous person or a character from a story. The person can be their age or older. Invite the children to pretend they are that person and to create a podcast to present themselves to the rest of the class.

Activity Eleven

Personal Targets

Suggested Learning Intentions

Children will:

- set a goal;
- develop goal directed behaviour; and
- seek help when necessary. (TS&PC)



Suggested Learning and Teaching Activities

The following activity will allow the children to plot their progress towards a goal and to see their progress. It is useful to use visual representations to measure children's progress. You could use a picture of a mountain climber at the bottom of a mountain. As the child progresses towards their goal, move the climber further up the mountain.

Ask the children to look at their spider diagram and to choose one attitude or disposition that they could improve on. Invite them to place a target/goal picture on their spider diagram alongside this attitude or disposition to remind them of their goal.

Distribute a copy of *Individual Visual Goal* (Resource K) to each child. Organise the class into pairs so that each child has a learning goal partner.

Ask pairs to:

- discuss the attitude or disposition selected;
- check that they fully understand what the attitude or disposition means;
- talk about where, when and how the attitude or disposition is used;
- talk about the different ways that they can help and support each other;
- break down the goal into simple steps; and
- write these on their visual goal.

Invite each child to share their goals with the whole class. Encourage them to ask their peers for ideas as to how they might reach their goal. Display the children's goals in the classroom.

Allow time for the children to talk with their learning goal partner about their progress towards meeting their individual goal. Use *Circle Time* to allow them to:

- talk about any problems;
- ask for help and advice;
- offer advice and support.

When the children have achieved their goal, allow them to celebrate their achievement. Consider the following rewards:

- present them with a *Certificate of Achievement* (Resource L);
- phone the child's parents or send a postcard home;
- allow the child to be the teachers' personal assistant (PA) for the day; or
- have the Principal invite them to a special tea party.



Optional Activity

Group Targets

Suggested Learning Intention

Children will:

- learn how to work together towards shared group targets (TS&PC).

Suggested Learning and Teaching Activities

This activity introduces children to goal directed behaviour. It helps the whole class work towards a common target.

Explain to the class that in this activity they must throw a bean bag to child in the class. Start the activity by saying a child's name and then throw the bean to him/her. Invite the child to say another child's name and throw the bean bag to them. Ask the children to repeat this activity until every child has received the bean bag once. Congratulate them and ask them to repeat the task to see how fast they can pass the bean bag around the group, in the same order. Time how long it takes the class to complete the activity. Invite the class to set themselves a target and get them to repeat the activity until they meet the time target.

Take photographs of the children during the task. Afterwards, use the photographs to initiate a class discussion about how the children felt when they met their target. You can also use

Optional Activity

Group Targets cont'd

the photographs as visual reminders in any subsequent goal related learning.

As a debrief, ask the children to consider the following questions:

- *What would you do the same or differently, next time?*
- *What difference did having a time target make?*
- *What have you learnt?*
- *What helped you to complete the task quickly?*

On the board, write a list of the things that helped them to meet their target. Emphasise the importance of supporting each other.

Introduce a new skill to the class for example, learning to knit or juggle scarves. Let the children try the new activity. You will find that the children will show different levels of aptitude. Invite the class to negotiate a group goal for the new activity, that might be achieved by the end of a set time period for example, three or six weeks. Display the group goal in the classroom.

Ask each child to suggest and record one way that they might help the class to reach their goal. Use a visual representation of achieving the goal as a prominent class display. Place all the children's suggestions alongside the class goal. Monitor progress towards the goal. As their skills develop, move a class photograph closer to the goal. (Make sure all the children agree where the whole class might be in relation to reaching the group goal).

At regular intervals, encourage the children to reflect on how well they are doing. Place two pieces of card on either side of the room. Ask the children to line up to consider how far they think they are in relation to the class goal. Use these questions to help them think about their progress:

- *Why are you standing in that position?*
- *What would you need to do to move one step towards your goal?*
- *How can you help ... to move towards the goal?*
- *Where would you like to be standing next week?*
- *What are you going to do to help?*

When the class achieves their goal, have a 'Class Team Honours'. Encourage the children to praise each other either by writing a word of thanks and appreciation to each other. Alternatively, have each child select a name out of a hat and then write down one thing they admire about that person. Place all the folded pieces of paper into a container and have the children take turns to select one piece of paper and read it to the group.

Other ways you can reward the children are listed below:

- Present certificates of achievements.
- Have a tropical fruit day with music. Make flower garlands and present these to the children instead of certificates.
- Invite someone from the community to hold a dance session with the children.

Optional Activity

Believe in It!

Suggested Learning Intention

Children will:

- believe in their own abilities (TS&PC).

Suggested Learning and Teaching Activities

In this activity, the children learn that they can do more than they think.

Ask them to follow these instructions:

- Stand up.
- Hold your arm out and point your finger in front of you.
- Keep your feet in the same place and turn your body so that your finger is pointing as far right as possible.
- Remember, don't move your feet.
- How far can you turn your body?
- What is your finger pointing at?
- Relax.
- Now, close your eyes and imagine that you can turn your body by 360 degrees.
- Open your eyes and point your finger in front of you.
- Again, keep your feet in the same place and turn your body so that your finger is pointing as far right as possible.
- Remember, don't move your feet.

- How far can you turn your body this time?
- Is it further than before?
- What is your finger pointing at now?

It's likely that the children are able to turn their bodies more the second time. Invite them to explain why this happened and how they can use this technique in other activities.

Resources

Resource A

Investigating an Object

Prompt Cards

<p style="text-align: center;">Physical Features</p>	<p style="text-align: center;">Construction</p>
<ul style="list-style-type: none"> • What colour is it? • What does it look like? • How does it feel? • What does it sound like? • Can you see any writing or patterns on it? 	<ul style="list-style-type: none"> • What is it made of? • Was it made in pieces? • Was it made in one piece?
<p style="text-align: center;">Condition</p>	<p style="text-align: center;">Function</p>
<ul style="list-style-type: none"> • Has the object been well cared for? • Has it been changed in any way? • Has it been damaged or worn? • Is the object complete? 	<ul style="list-style-type: none"> • How might it have been used? • Why would you use it? • Who might have used it? • Where might it have been used?
<p style="text-align: center;">Design</p>	<p style="text-align: center;">Personal</p>
<ul style="list-style-type: none"> • Is it beautiful/pleasing to the eye? • Would it have been easy to use and hold? • Are the materials suitable for the object? 	<ul style="list-style-type: none"> • Who might have used it? • Could you find a use for it today? • Would you like to own it?

Resource B

Investigating an Object

Teacher Prompt

<p>Look at the object but don't guess what it is.</p>	
<ul style="list-style-type: none">• Examine the object closely:<ul style="list-style-type: none">- handle it;- touch it; and- draw it.	<ul style="list-style-type: none">• Draw conclusions about the people who made it and used it.
<ul style="list-style-type: none">• Think about:<ul style="list-style-type: none">- what it looks like;- how it is made;- what it might be used for; and- the way it is made, has it any moving parts or hidden parts?	<ul style="list-style-type: none">• Summarise the information you have come up with.• Write a record sheet with this information.• Prepare to share with the class.

Resource C

Plan it Out!

Question Cards

1. What is it that you want to achieve?

Can you imagine what it will look like?

2. How will you know if you have been successful?

Make a list of the things that will let you know you've done well.

Make a plan.

3. What different ways might there be to create this?

Brainstorm the different options you have and what is available to you.

Check your plan.

4. How will you keep track of what you are doing?

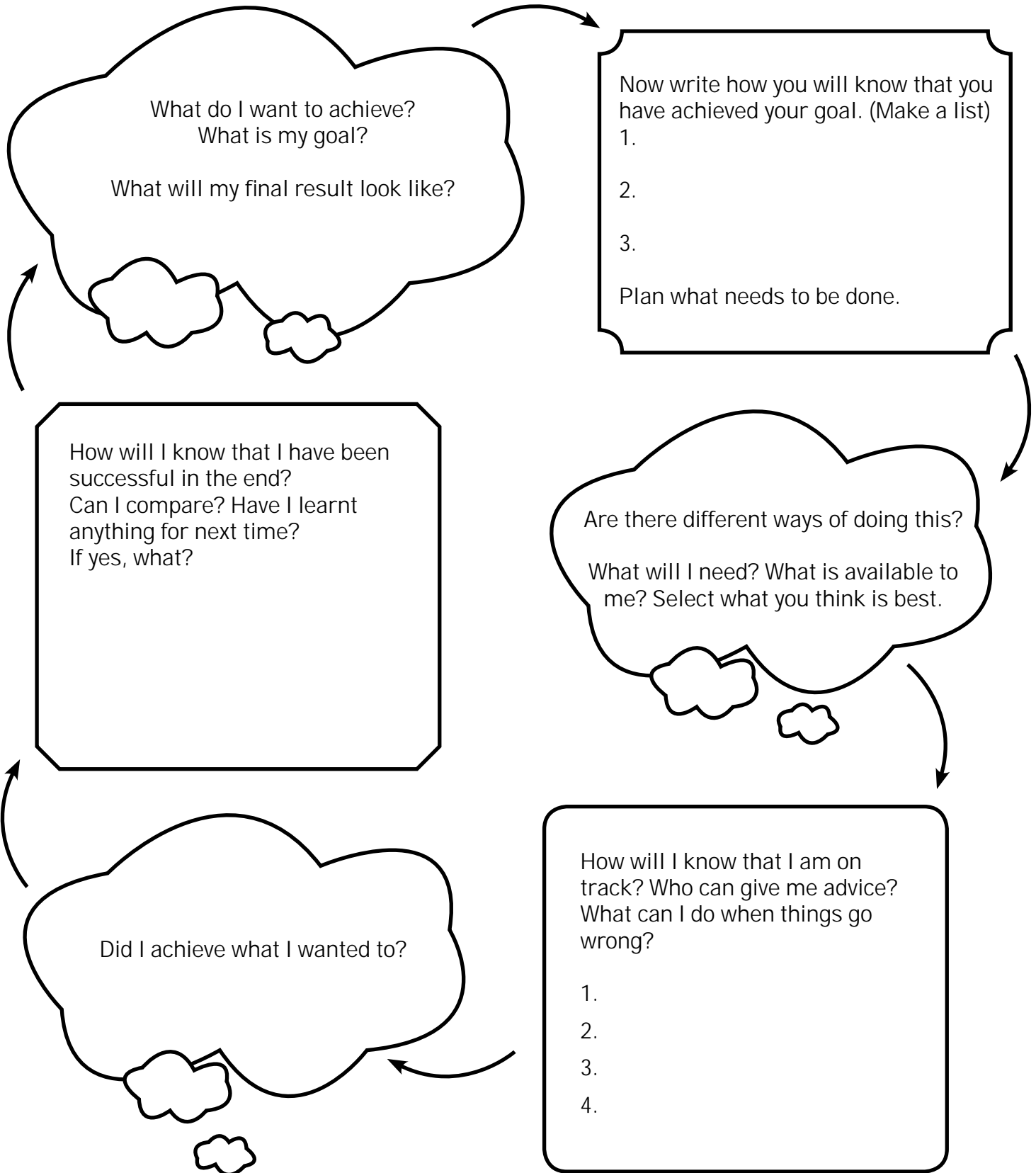
What will you do if you "get stuck"? Who can help you? What can you do to get help?

5. Did you achieve what you wanted to?

Do you think you were successful? What do you think went well? What would you do to improve?

Resource D

Plan it Out! Grid



Resource E

Self-Evaluation Cards

What have you learned?	
Thumbs up or thumbs down? I was great at this task because... I was not great at this task because...	Thumbs up or thumbs down? We were great at this task because... We were not great at this at this task because...
Do you think you have met the success criteria?	
Thumbs up or thumbs down? I was good at this task because... I was not good at this task because...	Thumbs up or thumbs down? We were good at this task because... We were not good at this at this task because...
What would you do differently next time?	
Thumbs up or thumbs down? I was ok at this task because... I was not ok at this task because...	Thumbs up or thumbs down? We were ok at this task because... We were not ok at this at this task because...

Resource F

Spider Diagram Example



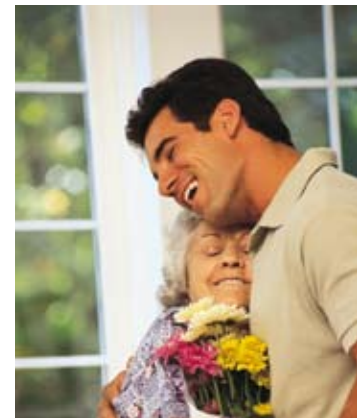
I am a dad to two sons.
I must be loving and dependable.



I am a teacher of a P5 class. I am thoughtful and friendly but I could be better organised.

Finding out more about me.

Mr Richards



I am a son. In this photo I am being cheerful with my elderly mother.

I am a member of a mountain climbing club.

Through this hobby, my sense of adventure and determination comes to the fore.



I am a brother.
I have to be patient.



Resource G

Attitudes and Dispositions Quiz

Name:

Attitudes or Dispositions	My Score	My Partner's Score	My Total Score
Responsible			
Thoughtful			
Friendly			
Organised			
Curious			
Determined			
Respectful			
Adventurous			
Confident			
Dependable			
Cheerful			
Gentle			

Scoring 0 = not like me 1 = a bit like me 2 = sometimes like me 3 = often like me 4 = always like me

I am happy with...
I am surprised with...
I am disappointed with...
I need to work on...

Resource H

Taboo Word Cards

Responsible	Responsible	Responsible	Responsible
Thoughtful	Thoughtful	Thoughtful	Thoughtful
Friendly	Friendly	Friendly	Friendly
Organised	Organised	Organised	Organised
Curious	Curious	Curious	Curious
Determined	Determined	Determined	Determined
Respectful	Respectful	Respectful	Respectful
Adventurous	Adventurous	Adventurous	Adventurous
Confident	Confident	Confident	Confident
Dependable	Dependable	Dependable	Dependable
Cheerful	Cheerful	Cheerful	Cheerful
Gentle	Gentle	Gentle	Gentle

Resource I

Scenarios for Attitudes and Dispositions

<p style="text-align: center;">Determined</p>	<p style="text-align: center;">Thoughtful</p>	<p style="text-align: center;">Organised</p>
<p>Kathryn got a jigsaw at Christmas. She didn't take it out of the box for a long time because it looked really difficult.</p> <p>After a while, Kathryn decided to try to make the jigsaw. She did a bit every day. It took her almost two weeks to finish.</p>	<p>One day, Brenda suggested that the class make an information leaflet for new children from a different country.</p>	<p>Patrice helped to run the French café at the school's annual open night.</p>
<p style="text-align: center;">Friendly</p>	<p style="text-align: center;">Curious</p>	<p style="text-align: center;">Responsible</p>
<p>A new pupil, Adriana, joined the class in the middle of the school year.</p> <p>Sarah invited Adriana to sit at her table. She also offered to show Adriana where to find things in the classroom and the school surroundings.</p>	<p>Eve didn't know what the object was. She had never seen it before. She asked as many questions as she could to find out what it was.</p>	<p>Jenny offered to stay inside while her auntie visited so that she could look after her younger cousin.</p>
<p style="text-align: center;">Respectful</p>	<p style="text-align: center;">Adventurous</p>	<p style="text-align: center;">Confident</p>
<p>On his way to practice, Paulo's friend ran to meet him. He wanted to show Paulo the new trick he had taught his dog.</p> <p>Paulo explained that although he was busy he would love to see the new trick. Paulo told his friend that he would meet him after he had finished practice.</p>	<p>Cassie often played on the beach. She wanted to know what was on the other side of the sand dunes. She told her mum where she was going and went off to explore with her dog, Ginger.</p>	<p>The teacher was organising the school assembly. She needed someone to start singing the chosen song. Adam volunteered to be the first person to start singing.</p>
<p style="text-align: center;">Dependable</p>	<p style="text-align: center;">Cheerful</p>	<p style="text-align: center;">Gentle</p>
<p>Lucy's swimming coach knew that she would be there for the competition as she always turned up, on time and with all the right equipment.</p>	<p>It was a cold, wet and miserable day. The teacher told the children that they had to stay inside the classroom at lunchtime.</p> <p>Amina said, 'Never mind let's play a game of Jenga in the classroom.'</p>	<p>John watched a little boy try to get up onto a swing. He approached the boy and asked if he needed some help. The little boy said that he would like some help.</p> <p>John helped the little boy onto the swing and then started him off smoothly with a little push.</p>

Resource J

Where, Who, What and How?

Place (Where)	Identity (Who)	What I did (What)	Attitudes and Dispositions (How)
At home	Older brother	Looking after my younger brother	Patient Responsible
At school	Member of class	Presented the work for my group	Good communicator Confident
At football	Centre half of soccer team	I played for the local team	Team-player Energetic
Orchestra	Violin player	Practised and attended all rehearsals	Committed Self-confident Determined

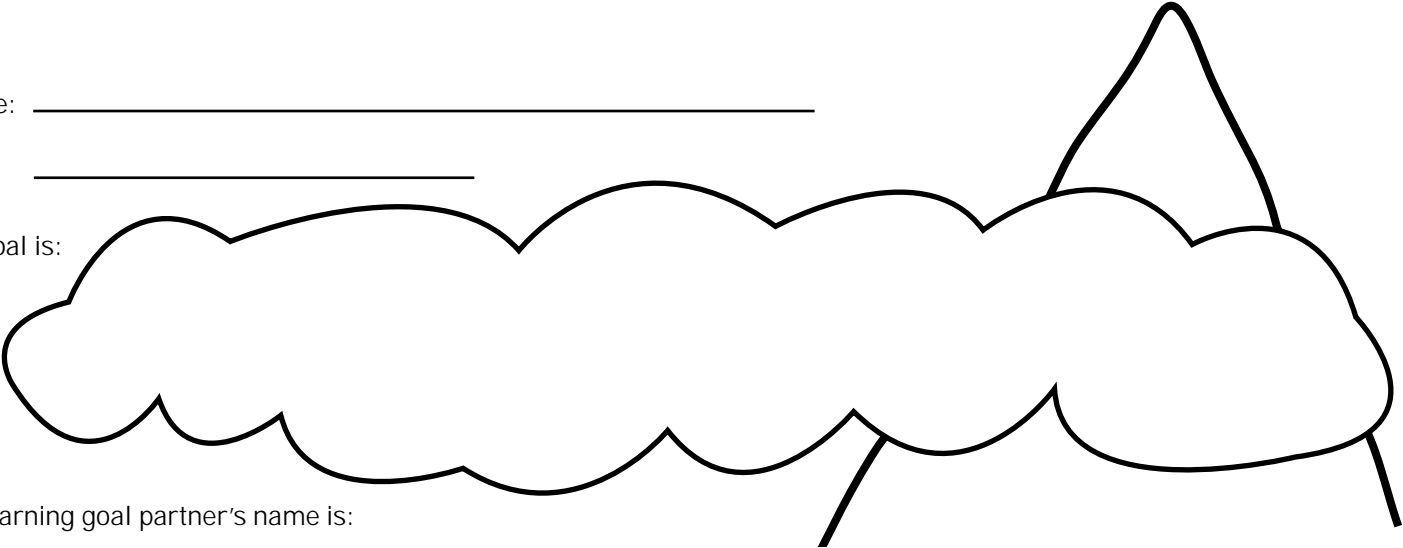
Resource K

Individual Visual Goal

Name: _____

Date: _____

My goal is:



My learning goal partner's name is:

S/he is going to help and support me by:



1. _____

2. _____

3. _____

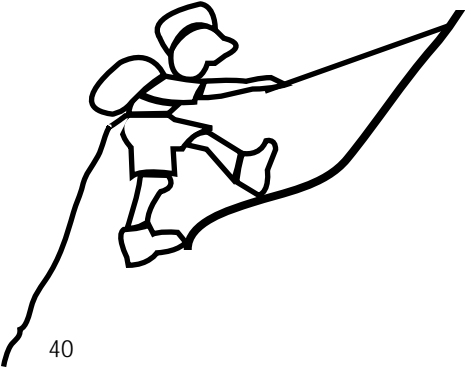
This is my goal broken down into simple steps:



1. _____

2. _____

3. _____



Resource L

Certificate of Achievement



Well done!
You reached your goal.

Awarded to

.....

for

.....

Date

Signed..... (Teacher)

Other Resources

Self Evaluation Tools

Please use this resource as a structured way for children to self-evaluate throughout this unit. Two approaches are outlined below:

Self-Evaluation Tool 1

Invite the children to write down four qualities that they possess, on individual post-it notes. Ask them to rank the qualities in order of how much they display them. Next, ask them to order the qualities in terms of how important they think they are.

Ask the children if they have you learnt anything about themselves that you hadn't thought of before?

Self-Evaluation Tool 2

Invite the children to answer some or all of the following questions:

- What have you learned?
- What have you achieved?
- In what part(s) of the task did you do well?
- Which part(s) of the task do you feel good about?
- What part(s) of the task did you find hard?
- What do you feel proud of?
- What did you need to make your goal possible?

Poetry

I Remember, I Remember (Thomas Hood)

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away!

I remember, I remember,
The roses, red and white,
The vi'lets, and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,-
The tree is living yet!

I remember, I remember,
Where I was used to swing,
And thought the air must rush as fresh
To swallows on the wing;
My spirit flew in feathers then,
That is so heavy now,
And summer pools could hardly cool
The fever on my brow!

I remember, I remember,
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from heaven
Than when I was a boy.

The Way Through the Woods (Rudyard Kipling)

They shut the road through the woods
Seventy years ago.
Weather and rain have undone it again,
And now you would never know
There once was a road through the woods
Before they planted the trees.
It is underneath in the coppice and heath,
And the thin anemones.
Only the keeper sees,
That where the ring-dove broods,
And the badgers roll at ease,
There was once a road through the woods.
Yet, if you enter the woods
Of a summer evening late,
When the night-air cools on the trout ringed pools
Where the otter whistles his mate
(They fear not men in the woods
Because they are so few)
You will hear the beat of a horse's feet
And the swish of a skirt in the dew,
Steadily cantering through
The misty solitudes
As though they perfectly knew
The old lost road through the woods...
But there is no road through the woods.

A Folk Tale

In a dark, dark wood,
there was a dark, dark path.

And up that dark, dark path,
there was a dark, dark house.

And in that dark, dark house,
there was a dark, dark stair.

And up that dark, dark stair,
there was a dark, dark room.

And in that dark, dark room,
there was a dark, dark cupboard.

And in that dark, dark cupboard,
there was a dark, dark box.

And in that dark, dark box,
there was a....

List of Suggested Resources

Suggested Books:

Bedard, M. *Sitting Ducks*
Walker Books Ltd (2002)
ISBN: 0 74459422 7

Foreman, M. *Wonder Goal*
Red Fox (2004)
ISBN: 0 09945625 7

Fox, M. and Vivas, J. *Wilfred Gordon McDonald Partridge*
Puffin Books (1987)
ISBN: 0 14050586 5

Ross, T. *Lazy Jack*
Andersen Press (2002)
ISBN: 1 84270166 5

Thompson, C. *The Tower to the Sun*
Red Fox (1999)
ISBN: 0 09960911 8

Useful Websites:

The Online History of Antique Boxes
www.hygra.com/index.htm

A Brief History of Tea and Tea Caddies
www.users.globalnet.co.uk/~boxes/boxweb/teacaddy.htm

Sen Teacher
www.senteacher.org/Print/
Go to 'Printables' section for 3D nets.

Definition of Terms

(Comm) Communication

(UMaths) Using Mathematics

(UICT) Using ICT

(TS&PC) Thinking Skills and Personal Capabilities

(ICLs) Ideas for Connecting Learning

Appendix 1

St Finian's Primary School

Case Study

School Profile

School	St Finian's Primary School, Newtownards
Type of School	Small urban school (127 children)
Linked to ICL	Mighty Me (Years 4/5)
Northern Ireland Curriculum Objective	To develop the young person as an individual
Key Element	<i>Personal Understanding</i>

Planning

This thematic unit involved many of the Areas of Learning across the curriculum. There were many opportunities to develop the children's Communication, Using Maths and Using ICT skills. However, we felt that The Arts and Personal Development and Mutual Understanding dominated the activities.

We focused on supporting the children's Personal Development and Mutual Understanding by designing memory boxes and by making visual representations of their lives.

We found the Me Inc. guidance to be very effective in supporting our planning. We made use of the planning grid supplied. It helped us to visualise connecting the learning and to plan activities for six weeks.

We also found the Me Inc. planning tool for children to be effective because the children were involved in planning their own work from the outset.

Starting Points

For our first activity, we invited the children to think about one event in their life that stands out. We used the *Art Spiral* activity from the *Active Learning and Teaching Methods* publication in the *Curriculum Support and Implementation Box*.

This activity allowed the children to personally reflect and communicate their thoughts, ideas and feelings in a creative way. We held a debriefing session to encourage the children to share and listen to each other's ideas.

We then asked the children to think about all the special events that have happened in their lives from their birth to the present day. We gave each child an A3 page and encouraged them to present their life using materials in the classroom. Each child worked independently. Afterwards, they showcased and explained their work to the rest of the class. At the end, they were able to talk about what they learned about themselves and others.

We then asked the children to plan how to design their memory boxes so that they could store their memories from all the significant events in their life.

Development

The main activity we focused on was creating the memory box. However, before we could start creating the memory boxes, the children had to plan what was going to happen. We explained the planning process to the children and what the task required. We also displayed a net drawing of the box that they were using. This allowed the children to break the planning process into manageable sized chunks.

St. Finian's Primary School

Case Study continued

We made use of the *Plan It Out Question Cards* and the *Plan It Out Grid*. However, we modified the language of the *Plan It Out Grid*.

The *Plan It Out Question Cards* and *Plan It Out Grid* made the planning process very clear for the children. They allowed the children to develop their self-management skills through:

- imagining what their memory box would look like;
- talking about success criteria;
- planning what needed to be done;
- deciding how to keep track of their progress; and
- deciding how they would know if their work was successful.

As the children planned the design of their memory box, they realised that they wanted to include different things on each face of their box. This made them think about:

- the materials they would need;
- how they would access the materials;
- how would they find out about each material's properties.

We decided to send a letter to the parents to ask them to help their child find materials for the memory box. Parents got further involved by discussing their children's plans as part of a homework exercise.

The children spent a number of weeks creating their memory box. The memory boxes were covered in paper (incorporating estimation skills and area to support using maths) and the surfaces were painted and decorated. The children then placed their memories inside their box. Each child was invited to discuss their memory box and its contents with the rest of the class.

We concluded the activity by asking the children to self-evaluate their work. We organised the class into pairs and asked them to use the *Self-Evaluation Cards* as a basis for a question and answer session.

The children listened attentively to each other and shared their opinions.

Numeracy

The children developed numeracy skills and knowledge through estimating, discussing and examining the properties and nets of 3D shapes.

Art and Design

In Art and Design we discussed the different boxes that the children could use for their memory box. We examined household containers and discussed the pros and cons of their design and their suitability of use.

The World Around Us

Through The World Around Us we examined a range of materials, classified them and made comparisons. The children made predictions about different materials and were able to justify their conclusions about the suitability of using them to build the memory box. This allowed them to develop their Thinking, Problem Solving and Decision Making skills.

Section Two

We then moved on to Section Two of the thematic unit. As a class, we talked about the similarities and differences between the contents of each memory box. We discovered that everyone has unique memories. This led to a discussion about how we are all different and that we all have our own identity.

The children then used ICT to design an advertisement to recruit someone to take over their identity for a day.

We then began to focus on individual attitudes and dispositions. The children took part in several activities that focused on personal qualities. These

activities allowed them to develop their knowledge of different types of personal qualities and when these are exhibited. We asked children to complete sentences such as 'As a swimmer – I am talented and competitive'.

Other activities were planned within the six weeks but due to constraints of time they weren't covered. The children spent more time creating their memory boxes than originally planned, but this was time well spent as the outcome was superb.

Evaluation

Teachers

This was the first time that CCEA materials were piloted in our school. We enjoyed taking part in this and would benefit from teaching it again next year.

We created a display of the memory boxes in the main corridor and many parents and members of staff praised them.

This thematic unit gave us a greater insight into the variety of teaching approaches that we can use and how to incorporate Thinking Skills and Personal Capabilities into teaching and learning activities. The *Planning Grid* was a really useful tool. We will use this again for future planning.

The children were actively involved in all the activities. We incorporated more Circle Time into the classroom routine and gave the children more opportunities to self-evaluate. Everyone benefited from this. If we were to deliver this thematic unit gains, we would design our own Plan it Out Grid to help children plan how to make their memory box.

Children

The children loved taking part in this thematic unit. They enjoyed sharing their memories with the class and making their memory boxes. They continued to bring new items to put into their memory box

after the activity had been completed. The children learned how to plan their work effectively and to work independently.

From a teacher's perspective, it was interesting to learn about the children's lives.

Parents

Parents were involved in helping their children to collect resources for their memory boxes. It was lovely to see how much effort some parents put into helping their child. It was also obvious that many parents were looking forward to their children bringing the memory boxes home.

Parents had a very positive response to their children's work.

Appendix 2

Cedar Integrated Primary School Case Study

School Profile

School	Cedar Integrated Primary School, Crossgar
Type of School	Medium-sized rural school (216 children)
Linked to ICL	Mighty Me (Years 4/5)
Northern Ireland Curriculum Objective	To develop the young person as an individual
Key Element	<i>Personal Understanding</i>

Planning

Planning was carried out separately for this thematic unit. I continued to teach other subjects separately, but made links from Me Inc. to the other areas of the curriculum.

Starting Point

To introduce Section 1 of the thematic unit, I shared a personal memory box and its contents with the children. I explained the significance of the decoration and the items inside the memory box.

To introduce Section 2, I gave a presentation on various aspects of my identity. I used pictures and objects to illustrate the different roles in my life.

Development

Art Spiral Activity

Each child had about 10 minutes at this activity. They took it in turns to add their contributions.

Personal Visual Representation

This activity lasted approximately one and a half hours. I guided the children in dividing an A3 page into four, six or eight spaces. Some children found the concept of using different colours or textures to represent their feelings difficult to understand. I decided to use images of faces with different expressions to indicate emotions. The children

developed this idea and wanted to learn how to draw cartoons to represent different facial expressions. During an art lesson, the children took part in an activity that involved drawing cartoon faces. They learned how to draw cartoons to represent the following emotions and actions:

- bored;
- suspicious;
- scared;
- thinking;
- laughing.

Gallery session

I followed the gallery activity as suggested in the thematic unit. However, I had to split this activity over several days as the children lost concentration after listening to four or five children. This activity was good for developing the children's self-esteem. The children also gained useful practice at projecting their voice and keeping eye contact. This was particularly useful for the shy children.

Planning the Memory Boxes

The children used an A3 sized version of the *Plan It Out Grid* to plan the design of their memory box. The class made a list of items that they could include in their memory box. This is included in Appendix 3.

Linked to Mathematics

At the same time as the children were planning and constructing their memory box, we delivered

a two week Mathematics unit on 3D shapes. We had previously delivered this mathematics unit but adapted it to include more activities on nets and the construction of 3D shapes from nets.

The children learned how to make containers to include in their memory box. They used these smaller containers to hold their most precious items for example first teeth, jewellery or precious stones they had found on the beach.

When the children had completed memory boxes, we had several *Show and Tell* sessions. The children showed their memory box to the class and explained the rationale behind its design and decoration. They also showed some significant items from the box and described why they had decided to include them.

Section 2: Who Would Want To Be Me?

I gave a presentation on my different roles. I showed the children pictures and objects to illustrate my different roles with different people. The children were fascinated by this and asked lots of questions. The session lasted much longer than we anticipated.

The children then drew spider diagrams to illustrate their multiple identities.

I felt that the language in the *Attitudes and Dispositions Quiz* needed to be explained. We carried out a number of activities to help the children become familiar with the terms before completing the quiz.

We used the Scenarios for *Attitudes and Dispositions* to carry out a matching activity. I cut out the words and scenarios and put them into envelopes. The children worked in pairs to match the attitudes or dispositions matched with the various scenarios. We then held a class discussion and agreed on which scenario best illustrated each disposition.

We discussed what other personal qualities the children wanted to add to the *Attitudes and Dispositions Quiz*. We narrowed their suggestions down to those we considered most significant, and most different from those already on the quiz sheet. The children then carried out the *Attitudes and Dispositions Quiz*.

We then asked the children to create an advertisement to recruit a person to take over their identity for a day. The children used *Where, Who, What and How?* to help them identify the dispositions the applicant might need.

As part of their homework, I asked the children to collect samples of job advertisements. They later examined and analysed these in groups. Each group was assigned a task. They had to report back on:

- what needed to be included in a job advert; and
- which advert they found most appealing and why.

As a class, we created a list of what information a job advertisement should include. I printed this off and distributed it to each child. The children used it when they created their own job advertisements. This list is available in Appendix 4.

Goal Setting Activities

The goal setting activities took place the following school term. The children had regular sessions to discuss their goals with their learning goal partner. They celebrated their success and were awarded certificates in the summer term.

Cedar Integrated Primary School continued

Evaluation

Art Spiral

The children enjoyed contributing to the *Art Spiral*. They liked their work being part of a bigger picture. They also enjoyed explaining their picture to their classmates.

This activity gave the children a feeling of validity and importance. It made them believe that their memories are important. This activity gave them an opportunity to practice their talking and listening skills. This was especially beneficial for the more shy children as there was no right or wrong answer.

From a teacher's perspective, this activity was useful in getting to know the children better.

Gallery Session

As previously noted, we had to split the gallery sessions over several days to give all the children an opportunity to speak and to prevent the children becoming bored.

This activity allowed the children to develop their self-esteem as their significant events were given a lot of consideration by their teacher and classmates. It also allowed them to practice projecting their voice and keeping eye contact. This was particularly beneficial for the more shy children.

Planning Memory Boxes

The language used in the *Plan It Out Grid* was too difficult for my Year 5 children. It was too small to include detailed design drawings. If we were to repeat this activity, we would design a much simpler planner and include more practical questions such as:

- What will I need?
- Where will I get these?
- When will I obtain these?

Also the back of the *Plan It Out Grid* could be used to draw their various design options. It might be better to draw large-scale designs on separate sheets.

Making Memory Boxes

The children loved making their memory boxes and it was probably their favourite part of the whole unit. They were all very proud of the finished products. Overall, making and displaying the memory boxes was a very successful and affirming activity. The children also gained self-esteem from photographing their memory boxes and displaying them in the school.

Links to Mathematics and Numeracy

This thematic unit complemented the work unit on 3D shapes. The children were more engaged in this as they knew they were going to make their memory box. They took more time to be accurate during net activities as they wanted to create a special memory box.

Section 2: Who Would Want To Be Me?

The children were fascinated by the teacher's presentation on identity and different roles. It was important for them to see the teacher had a life beyond the classroom. The teacher enjoyed the children's interest.

This activity allowed the children and teacher to bond with each other. It was an ideal activity for the start of the academic year. I would repeat this activity even if we were not delivering the thematic unit.

I was surprised at how well the children completed the spider diagram activity. They were able to think of lots of different roles that they have. It was surprising to see how such young children had a good insight into their roles. I was also surprised at how complicated their lives were. This led to an interesting discussion about having to switch and possibly change behaviour depending on the different roles and expectations linked to the roles.

We had to do quite a lot of preparation work to familiarise the children with the attitudes and

dispositions on the *Attitudes and Dispositions Quiz*. However, the children enjoyed taking part in the quiz and finding out their scores. They particularly enjoyed scoring their partners. This led to lively and fun discussions.

I was pleased at how positively the majority of children in the class rated themselves and their partners. It was very refreshing to know they had such a positive perception of themselves and of their partners.

It was interesting to observe how poor some of the children were at the scoring activity. Children with Asperger's Syndrome and ADHD had a very unrealistic perception of themselves. These children applied very extreme ratings. They either saw themselves as being brilliant or dreadful. They did not seem to understand that they lay more towards the middle of the spectrum for most attitudes.

We used *Where, Who, What and How?* just before doing the job advertisement activity. If we were repeating this thematic unit, we would get the children to complete this activity before completing the Attitudes and Disposition Quiz. I think it would be useful for the children to look at job advertisements published online as well as in traditional media.

The children were initially unconvinced by goal/target setting activity. They did not rate this activity highly when completing a questionnaire on the thematic unit. However, after some sessions with their learning goal partners, they began to see the effectiveness of the tool.

The children got a real buzz from identifying their own ways to progress to their goal, trying these and experiencing success. The children enjoyed their success more because they had set the targets – the targets were not imposed by parents, teachers or the curriculum.

The goal setting activity really developed the children's self-esteem. It allowed them to feel in

control. Some of the children realised, for the first time, that change and improvement were possible and within their power.

The regular sessions with the learning partner were an essential part of this activity. Without these, the children forgot about, or lost focus on their targets. However, pride and the necessity to save face with their peers meant that they kept trying activities to progress them towards their goal.

What We Would Do Differently Next Time

We would incorporate PE into the thematic unit. Athletics would lend itself well to the goal/target setting activity. The children could record current speeds/distances/heights and then set targets for what they would like to achieve by the end of a given period. They could also look at what they need to do to improve their performances.

We would also incorporate a series of art lessons on cartoon drawing before doing the session on making a personal visual representation. We would also include some science activities on materials.

Appendix 3

Year 5's Ideas of What to Include in their Memory Boxes

- Postcards they had sent/received
- Certificates
- School Awards
- Photographs of themselves, relatives or friends
- Newspaper articles on events that had been significant to them (local/national/international)
- Handprints
- Favourite jewellery
- Pictures/articles about favourite films and TV programmes
- Lists of their favourite games
- Examples of their handwriting at different ages
- Pictures of their favourite foods
- Baby clothes

Appendix 4

Reminder Sheet

Generated from Year 5's Analysis of What to Include in Job Adverts

We looked at lots of job advertisements in a range of newspapers. After feedback from groups, this is what we think a good job advert should include:

- job title;
- duties (what the person will be expected to do);
- qualifications needed (for example driving licence or degree);
- personal qualities and skills necessary (What do they need to be good at? What kind of person is required?);
- language to make the job sound attractive and to encourage lots of people to apply;
- hours of work;
- salary;
- an address, phone number or email details to apply to; and
- closing date for applications,

Remember to include all these points when you design your advertisement for someone to fill your shoes for a day.

You want lots of people to apply, so make your advertisement attractive and eye-catching!

