


HEALTHY PLACES, HEALTHY CHILDREN



Links with NI Curriculum

Healthy Places, Healthy Children supports the Northern Ireland Curriculum aim to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, by developing young people as:

Individuals	Contributors to Society	Contributors to the Economy and Environment
<p>Personal and Mutual Understanding</p> <ul style="list-style-type: none"> • listen to and interact positively with others; • explore and understand how others live; <p>Personal Health</p> <ul style="list-style-type: none"> • become aware of key issues which affect their physical, social and mental well-being and that of others; 	<p>Citizenship</p> <ul style="list-style-type: none"> • become aware of some of the issues and problems in society; • contribute to creating a better world for those around them; <p>Ethical Awareness</p> <ul style="list-style-type: none"> • become aware of the potential impact of developments upon the lives of others. 	<p>Employability</p> <ul style="list-style-type: none"> • develop literacy, numeracy and ICT skills; • develop their aptitudes, abilities and creativity; • be willing to expand their learning and performance throughout their lives; • work independently and as a member of a team; • develop perseverance, initiative and flexibility; • be willing to take calculated risks when appropriate; • use critical and creative thinking to solve problems and make decisions; <p>Education for Sustainable Development</p> <ul style="list-style-type: none"> • appreciate the environment and their role in maintaining and improving it; • understand how actions can affect the environment.

Healthy Places, Healthy Children provides opportunities to infuse curriculum skills and capabilities, including *Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities* through the following Areas of Learning: *The World Around Us, Personal Development and Mutual Understanding, and The Arts.*

The following learning experiences are promoted through the design of a variety of pedagogical approaches within the resource:

<p>Investigating & problem solving</p> <p>Relevant and enjoyable</p> <p>Offers choice</p>	<p>Supportive environment</p> <p>Positive reinforcement</p> <p>On-going reflection</p> <p>Media-rich</p>	<p>Active and hands on</p> <p>Challenging and engaging</p> <p>Varied to suit learning styles</p> <p>Enquiry based</p>
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Healthy Places, Healthy Children has been developed to support and foster positive attitudes and dispositions as articulated in the Northern Ireland Curriculum 'Big Picture'

- ✓ personal responsibility
- ✓ openness to new ideas
- ✓ curiosity
- ✓ integrity
- ✓ moral courage
- ✓ concern for others
- ✓ commitment – determination – resourcefulness
- ✓ community spirit
- ✓ self-confidence
- ✓ flexibility
- ✓ tolerance
- ✓ respect



The World Around Us:

Areas of Learning	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
PLACE							
Features of, and variations in places							
Ways in which people depend on the features and materials in places and how they adapt to their environment							
Positive and negative effects of natural and human events upon place over time							
INTERDEPENDENCE							
Interdependence of people and the environment							
The effect of people on the natural and built environment over time							
CHANGE OVER TIME							
How change is a feature of the human world and may have consequences for our lives and the world around us							

Personal Development and Mutual Understanding:

Areas of Learning	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
PERSONAL UNDERSTANDING AND HEALTH							
How to sustain their health, growth and wellbeing and coping safely and efficiently with their environment							
MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY							
Playing an active and meaningful part in the life of the community and being concerned about the wider environment							

The Arts:

Areas of Learning	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
ART AND DESIGN							
Engage with observing, investigating and responding to first hand experiences							
Use drawing to realise personal ideas and intentions							

Communication:

Curriculum Skills and Capabilities	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
TALKING AND LISTENING							
Participate in group and class discussions for a variety of curricular purposes							
Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals							
Prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations							
WRITING							
Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form							
READING							
Begin to be aware of how different media present information, ideas and events in different ways							

Using Mathematics:



Curriculum Skills and Capabilities	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
HANDLING DATA							
Collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software							
Explain their work orally and/or through writing and draw conclusions							
Interpret a wide range of tables, lists, graphs and diagrams; create and interpret frequency tables, including those for grouped data							
Design and use a data collection sheet; interpret the results; enter information in a database or spreadsheet and interrogate and interpret the results							
MEASURES							
Appreciate important ideas about measurement, including the continuous nature of measurement and the need for appropriate accuracy							
NUMBER							
Discuss the value of money and the need for budgeting							
Be able to plan and think ahead in terms of saving and spending money; prioritise spending with a limited supply of money; understand how to access best buys							

Using ICT:

Curriculum Skills and Capabilities	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
EXPLORE							
Access, select, interpret and research information from safe and reliable sources							
Investigate, make predictions and solve problems through interaction with digital tools							
EXPRESS							
Create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products							



Thinking Skills and Personal Capabilities:

Curriculum Skills and Capabilities	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
THINKING, PROBLEM SOLVING AND DECISION MAKING							
Identify patterns through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting							
Explain and justify methods, opinions and conclusions							
Examine options and weigh up pros and cons							
Try alternative problem-solving solutions and approaches							
Use different types of questions systematically and with purpose							
MANAGING INFORMATION							
Make and test predictions, examine evidence and make links between possible causes and effects							
Be able to ask deeper and wider questions to clarify the task, to plan and to set goals							

Thinking Skills and Personal Capabilities:

Curriculum Skills and Capabilities	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
WORKING WITH OTHERS							
Work with their peers to reach agreements and begin to manage disagreements							
Become more independent in their social and interpersonal skills							
Understand and learn to respond to feedback							
BEING CREATIVE							
Seek out problems to solve and challenge the routine method							
Use all the senses to stimulate and contribute to ideas							
Experiment with different modes of thinking (e.g., visualisation)							
Make ideas real by experimenting with different designs							
SELF MANAGEMENT							
Evaluate what they have learned and compare their approaches with others							