



Goodness Me, Goodness You!

Lesson Samples

Strand: Beliefs and Religions

Class: 3rd/4th Class

Element: Celebrations

Learning Outcome: Demonstrate an understanding of journeys that are special to them and recognise, respect and appreciate special journeys that belong to a range of belief traditions.

Learning Experiences:

- Explore the concept of a pilgrimage in the local community, the national community and the global community.
- Express their own experience of pilgrimages.
- Investigate the history of pilgrimages and why people undertake pilgrimages.
- Investigate a number of pilgrimages common to some of the world's beliefs and religions.

Lesson 1: Pilgrimages in Ireland

Lesson Sample



Conversation:

Ask the children if they know what a pilgrimage might be after watching the video.

- Have you ever heard the word 'pilgrimage'?
If so, where have you heard it?
- Can you think of another way of explaining what a pilgrimage is?
- Have you ever gone on a pilgrimage?
- Is a pilgrimage the same as a regular journey?
- Why do people go on pilgrimages?



Teaching Time: PowerPoint about pilgrimages



Watch This: What is a pilgrimage?



Conversation:

- Can you think of anywhere in Ireland where people go on pilgrimages to?
- Why do they visit these places?
- Is there anywhere in the local community that people go on pilgrimages to?



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Teaching Time: Croagh Patrick (PowerPoint)



Activity: Locate Croagh Patrick on the map of Ireland and answer the following questions:

- What county is it in?
- Is it in the East, South, North or West of Ireland?
- What province is it in?
- How would you get there from our school? What counties would you need to pass through?



Watch This: Reek Sunday Pilgrimage



Thinking Time:

- Why do people climb this mountain on reek Sunday?
- Is climbing the mountain for exercise the same as going on a pilgrimage?
- What is the difference?
- Do people treat pilgrimages differently from other journeys?

Lesson 2: My Special Journey

Please Note: This is an opportunity for the home to get involved in the lesson.

Send home the attached activity "My Special Journey".

Children fill in the template with their parents/ guardians and write about a religious or secular journey that is important in their life.

They present their "Special Journey" to the class.

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Conversation:

- Think of journey that you have made or will make in the future and tell us about it.
- Where would you like to go?
- What would you bring with you?
- Would you go alone or would you bring somebody with you?



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Activity:

- Send home the “My Special Journey” activity and ask parents/ guardians to help the children to fill it out.
- The children present their “Special Journey” to the class.



Thinking Time:

- Why do we go on special journeys?
- How would our lives be different if we did not go on these special journeys?
- What are the advantages of making special journeys?

Please Note: The next part of the lesson offers a closer look at some pilgrimages common to the main world religions. You may like to explore some of the pilgrimages that the children have identified in their ‘My Special Journey’ project rather than the pilgrimages provided below.

Lesson 3: Pilgrimages in the World Religions

Lesson 3.1 Pilgrimage 1: Hajj – Islam

Lesson Sample



Watch This: PowerPoint Presentation about Hajj

Teaching Time: Hajj (PowerPoint)



Story:

- The Story of Why Muslim People Celebrate Hajj (PowerPoint)
- Suggested lesson development stories:
 - *Going to Mecca* by Na’ima B. Robert
 - *A Little Tree Goes to Hajj* by Eman Salem



Conversation:

- Has anybody in this class taken part in Hajj?
- Does anybody know someone who has taken part in Hajj?
- Why is this journey important to Muslim people?

Lesson 3.2 – Pilgrimage in Buddhism

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Teaching Time: Talk to the children about the four main places of Pilgrimage in the Buddhist religion. (PowerPoint)



Conversation:

- Why are these places important to Buddhists?



Activity:

- Locate these four special places of pilgrimage on a map.
- What country are they in?



Story: The story of Lumbini (PowerPoint)



Watch This: Watch the [video](#) of the archaeological excavation of the temple at Lumbini.



Activity: Writing activity – imagine you are an archaeologist working in Lumbini. Write a letter to your friend telling them what you have seen in Lumbini.



Conversation:

- Has anybody in this class taken part in a Buddhist pilgrimage?
- Does anybody know someone who has taken part in a Buddhist pilgrimage?
- Why is this journey important to Buddhist people?

Lesson 3.3 – Pilgrimage in Christianity



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Teaching Time: Talk to the children about 'The Way of Saint James'.



Activity:

- Locate 'The Way of Saint James' on the map



Story: The Story of Saint James



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Watch This: A video showing the Camino de Santiago



Activity: You are packing your bag to walk 'The Way of Saint James'. What would you bring?



Conversation:

- Has anybody in this class taken part in a Christian pilgrimage or knows someone who has taken part?
- Why is this journey important to Christian people?

Lesson 3.4 – Pilgrimage in Judaism

Lesson Sample



Story: The Western Wall (PowerPoint)



Activity: Locate 'The Western Wall' on the map



Watch This: Look at the photograph by Micheal Melford of The Western Wall and watch the video to accompany the photograph.

- How do you think the pilgrims feel?
- What do you like/ dislike about the photograph?
- Why do you think the photographer felt overwhelmed?



Conversation:

- Has anybody in this class taken part in a Jewish pilgrimage?
- Does anybody know someone who has taken part?
- Why is this journey important to Jewish people?

Lesson 3.5 – Pilgrimage in Hinduism

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Story: The River Ganges (PowerPoint)



Activity: Locate the River Ganges on the map



Watch This: The River Ganges Photo story

The River Ganges is important for many reasons.

- What was your favourite image from the photo story and why?
- Can you think of reasons why this river is so important to so many people?



Conversation:

- Has anybody in this class taken part in a Hindu pilgrimage
- Does anybody know someone who has taken part?
- Why is this journey important to Hindu people?

Resources:

- Pilgrimage PowerPoint
- Atlas
- Family Project - My Special Journey Template

Linkage and integration:

- Geography – To engage in active exploration of local and other environments as an intrinsic element of learning.
- History – To learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment.
- SPHE – To appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.



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Stand: Beliefs and Religion

Class: 5th/6th Class

Element: Celebrations

Learning Outcome: Identify celebrations that are significant in their own lives and demonstrate an understating of and respect for celebrations that belong to a range of belief traditions.

Learning Experiences:

- Identify celebrations that are celebrated in their lives and to share our experience of these celebrations with others.
- Explore the concept of celebration and the reasons celebration is important within their lives.
- Explore historic celebrations in Ireland with a view to understanding the history of celebration in Ireland.
- Research and investigate celebrations that have taken place during their lives with the help of our family and our communities.
- Explore religious and secular celebrations that take place in their community; in the national community and the global community.

Lesson 1: Ancient Celebrations in Ireland – The Winter Solstice

Lesson Sample



Story: Read the book “The Shortest Day” by Wendy Pfeffer

Plot Summary: The beginning of winter is marked by the solstice, the shortest day of the year. Long ago, people grew afraid when each day had fewer hours of sunshine than the day before. Over time, they realized that one day each year the sun started moving toward them again. This book explains what the winter solstice is and how it has been observed by various cultures throughout history. Many contemporary holiday traditions were borrowed from ancient solstice celebrations. Simple science activities, ideas for celebrating the day in school and at home, and a further-reading list are included.



Activity: Find the locations from the story in your Atlas.



Conversation:

- What is the Winter Solstice?
- What are the people in this book celebrating?
- Why are they celebrating?
- Can you see any differences or similarities between the types of celebrations?



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- Can you think of any celebration that happens in Ireland for the Winter Solstice?



Watch This: Winter Solstice at Newgrange



Journal: Write a news report of the Winter Solstice at Newgrange



Conversation:

- Why was the winter solstice so important to the people who built Newgrange?
- How would you describe the winter solstice celebration in Newgrange?



Project Work: Ask the children to choose their favourite Winter Solstice celebration from around the world and research it. Ask them to present their findings to the class.



Thinking Time:

- Celebration has existed for a long time. Why do people feel the need to celebrate?
- Has there been a time in your life where you have felt like celebrating?

Lesson 2: Celebration in Ireland

Lesson Sample



Conversation:

- What is a celebration?
- Have you ever been to a celebration?
- Can you think of a celebration that happens in Ireland? (See PowerPoint)
- Why do people celebrate?
- Are all celebrations the same or are they different from each other?



PowerPoint: St Patrick's Day Celebrations – PowerPoint - Explore the history of St Patrick with the class and discuss the reasons we celebrate St Patrick each year.



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Activity: Location Game – Look at the images in the PowerPoint presentation of famous buildings that have gone green for St Patrick's Day. In teams guess the famous locations shown.



Thinking Time:

- Is it good for us to celebrate things?
- What would the world be like without celebrations?

Lesson 3: My Celebration Narration

Lesson Sample

Please Note parental involvement is very important during this lesson.

- Children fill in the Celebration Narration (attached) with the help of their family.
- The celebrations about which they inform the class about can be religious or secular, or both.
- The children in the class determine the religious content.
- Class time this week can be used to research their chosen celebrations and create their 'Celebration Narration'.



Conversation: Revisit the concept of celebration.

- What is a celebration?
- What events do we celebrate?
- What events are celebrated in Ireland?



Activity:

- Make a list of all the celebrations you have been part of in your life to date and of celebrations you would like to take part in in the future.
- Discuss these with your partner.
- Identify the types of celebrations that are on your list. (Religious, Education, Life Event, Other)
- Using the template provided investigate your 'Celebration Narration'. Fill in a page of the booklet for each celebration you have listed.
- Bring your 'Celebration Narration' home and ask your family to help you recall the events that took place at your celebration.
- Present your 'Celebration Narration' to the class.



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Thinking Time:

- What have the celebrations in your life meant to you?
- What special memories can celebrations create?



Extension Activities:

- The teacher may decide to further explore the festivals and celebrations the children have mentioned in their 'Celebration Narrations'.
- If a celebration arises during the year, the children could make a video recording of the celebration and show it to the class.

Resources:

- PowerPoint Presentation
- Media clips
- Story – The Shortest Day
- Journals
- Video clips
- Atlas
- Family Project – My Celebration Narration Template

Linkage and Integration:

- Geography – To engage in active exploration of local and other environments as an intrinsic element of learning.
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- SPHE – To appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.