



Goodness Me! Goodness You!

Lesson Samples

Strand: Beliefs and religions

Class level: 1st and 2nd Class

Learning outcome: Develop an understanding of rites and ceremonies that are important in their own lives and recognise and respect the rites and ceremonies of others.

Learning experiences:

- Explore the origin of their names and the meanings behind them.
- Explore examples of naming ceremonies, both religious and secular, that they have experienced in their own lives.
- Investigate examples of naming ceremonies from some of the world's religions and beliefs.

Lesson 1: Why do we have names?

Lesson sample



Conversation:

Brainstorming activity exploring the topic of 'My name' or 'Why do we have names?'

- Do any of the children know why they were called their name.
- What is the meaning of your family name?
- Where does it originate?
- Are there religious reasons for your name choice? (e.g. Muhammed)
- Does your name have a special meaning? (e.g. Hope)



Activity: Design a family crest for your name. Your crest should reflect your interests and your personality.



Journaling: My name acrostic poem. The children create their own acrostic poems using their names.



Thinking time: What would happen if names did not exist?



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Lesson 2: Naming ceremonies

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Conversation:



- What is a naming ceremony?
It is a celebration and a rite of passage.
- When do you think naming ceremonies happen?
- Did you have a naming ceremony?

Teaching time: Teach the children about a variety of naming ceremonies from the different belief systems (see PowerPoint).



Activity: Paired/group work: distribute images of each of the seven different naming ceremonies to focus children on a particular one.

- Who do they see at the ceremony?
- What symbolic objects do they see?
- Pairs/groups feed back to class.
- Compare/contrast.



Thinking time: What are the differences and similarities between each ceremony?



Activity: Distribute objects used at ceremonies to each group: oil, water, special garment, candle, prayer book, and honey/sweet fruit.

- Think/pair/share:
 - Why do they think these objects are used at ceremonies?
 - Introduce the term 'symbol'.
 - Give each group time to discuss what they think their object 'symbolises'.
 - Discuss the importance of symbolism at these ceremonies.

Lesson 3: The story of my name

Please note: This lesson is facilitated by the home. Children interview their parents/guardians about the origins of their own name and the ceremony that may have taken place when the child was named. They then create a project called 'The story of my name'.

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Project work: The story of my name—children interview their parents/guardians and using the project sheet provided, complete the template 'The story of my name'. The children can then present their project to the class.



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Taking stock:



- Summarise the different types of naming ceremonies.
- Recap the importance of a person's name.
- Recap the term 'symbol' and the importance of symbolism in ceremonies.
- Recap similarities between naming ceremonies of different belief systems.

Resources:

- Photos/images of naming ceremonies
- Family project—The story of my name template
- Concrete resources: oil, candle, holy water, special clothes, prayer books
- Watch this: PowerPoint

Linkage and integration:

- **SPHE:** To develop some of the skills and abilities necessary for participating fully in groups and in society.
- **Geography:** To learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others.
- **History:** To study a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history.



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Lesson Samples

Strand: Beliefs and religions

Class level: Third/Fourth class

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?



Teaching time: Croagh Patrick (see PowerPoint).



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Activity: Locate Croagh Patrick on a 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 a 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?



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.



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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' (see 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

Lesson sample

Teaching time: Talk to the children about the four main places of pilgrimage in the Buddhist religion (see 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?



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Story: The story of Lumbini (see 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

Lesson sample



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



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?



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Lesson 3.4 – Pilgrimage in Judaism

Lesson sample



Story: The Western Wall (see PowerPoint)



Activity: Locate the Western Wall on a map.



Watch this: Look at the photograph by Michael 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

Lesson sample



Story: The River Ganges (see PowerPoint)



Activity: Locate the River Ganges on a map.



Watch this: The River Ganges photostory
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?



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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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Strand: Beliefs and religions

Class level: 5th and 6th class

Learning outcome: Identify and discuss places that are special in their own lives and demonstrate an understanding of the special places that are associated with a range of belief traditions.

Learning experiences:

- Research and explore places of importance from around the world and discuss why these places are special to them.
- Identify places that hold a special meaning in the local and wider community, both religious and secular, and discuss their purpose and why they hold special meaning for certain people.

Lesson 1: Places that are special to me

Lesson sample



Song: ['I Am the Earth'](#) (YouTube)



Activity:

- Explore the map of the world.
- Ask the children to guess how many countries there are in the world.



Watch this: ['Tour the World'](#) (YouTube)



Conversation:

- Which country is your favourite and why?
- What makes the place you picked special to you?
- Can you think of any special places in Ireland?
- Why are these places special?



Thinking time: What makes a place special?



Journaling: My favourite country. Children choose and research their favourite country. They create a project and present it to the class.

Lesson 2: What makes a place special?



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Lesson Samples

Lesson sample



Watch this: ['Newgrange'](#) (National Geographic Video YouTube)

Teaching time: PowerPoint about Newgrange.



Thinking time:

- Do you think Newgrange is a special place? Why?
- What makes a place special?
- Can you think of a special place in the local community?
- If a place is special to you is it special to everybody?



Extension activity: Visit to Newgrange (allow for local adaption – school may choose a site that is close to the school and study that site instead).

Lesson 3: Exploration of special places in the world

Lesson sample



Teaching time: Introduce UNESCO World Heritage Sites.

Explain to the children that the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is a global organization with more than 190 member countries. UNESCO encourages the identification, protection, and preservation of cultural and natural sites around the world. UNESCO has designated more than 900 places as having outstanding value to humanity, naming them World Heritage Sites. Some of the sites have cultural significance, some have natural or environmental significance, and some are both cultural and natural. UNESCO member countries commit to protecting these sites.

Conversation:



- Why should we care about protecting cultural and natural sites?
- Have you ever visited a place that you think needs protection?
Is that place cultural, natural, or both?
- What is meant by the term natural site?
- What is meant by the term cultural site:
 - works of art, historic and ancient buildings or their ruins
 - archaeological sites and artefacts (found on the land) and shipwrecks (underwater archaeological sites)
 - sacred places, such as churches, mosques, temples, shrines, sanctuaries and cemeteries.

- Can you think of any sacred spaces in your area?
- Have you ever visited or seen a sacred space?



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Watch this: ['UNESCO World Heritage Sites Around the World'](#) (YouTube)



Activity: Explore the UNESCO list of world heritage sites. Groups are given pictures of the UNESCO world heritage sites and asked to sort them into 2 categories:

1. Cultural
2. Natural

(http://media.education.nationalgeographic.com/assets/file/UNESCO_Cards_ALLCONTINENTS.pdf)



Journaling: A place I would like to visit. Children pick their favourite UNESCO World Heritage Site and create a project about the chosen site.

Lesson 4: Exploration of sacred spaces in the world

The teacher may choose to explore one sacred place per week or examine them collectively.

Lesson sample

Conversation:



- Do you know what a sacred space is?
- Have you ever been to a sacred space? What was the name of the place? What do you do there?
- Have you seen any sacred spaces in your local community?



Watch this: PowerPoint introducing the children to a mosque, a church, a synagogue, a temple, a mandir and a gurdwara.

Conversation:



- Tell me something you liked about this sacred space.
- Do you think the space is important to the people who use it? Why?
- What is the purpose of the sacred space?
- Have you ever been to this type of sacred space?
- Is there one of these sacred spaces in our community?
- What did you find to be most interesting about this sacred space?



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Thinking time:

- Why are these places special?
- Are they special to everybody?
- Should everybody treat these places with respect or just the people who think they are special? Why?
-



Activity: Match the religion or belief to the sacred space.



Journaling: A place that is special to me. Ask the children to identify a place that is special to them. They can complete a project on the place they choose and present their findings to the class.



Extension activities: Visit special places in your area. Ask the children to identify special areas in the locality and organise a visit to these places.

Resources:

- Pictures of UNESCO World Heritage Sites (National Geographic for Teachers)
- PowerPoint about each sacred space (YouTube)
- GMGY journals
- Video clips—'Tour of the World' (YouTube)/'Newgrange' (YouTube)
- Song—'I Am The Earth' (YouTube)
- PowerPoint – 'Newgrange'
- Family project—A place that is special to me 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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Lesson Samples

Strand: Beliefs and religions

Class level: 5th and 6th class

Learning outcome: Identify celebrations that are significant in their own lives and demonstrate an understanding 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 realised 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?
- Can you think of any celebration that happens in Ireland for the winter solstice?



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Watch this: Winter solstice at Newgrange



Journaling: 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 when 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?



Watch this: St Patrick's Day celebrations (see PowerPoint). Explore the history of St Patrick with the class and discuss the reasons we celebrate St Patrick each year.



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?



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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 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, educational, 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.

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.



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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.
- **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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Strand: Beliefs and religions

Class level: 3rd and 4th class

Learning outcome: Demonstrate an understanding of and respect for the connection between beliefs and lifestyle choices and examine how their beliefs affect the lifestyle choices they make.

Learning experiences:

- Explore the concept of choice through talk and discussion.
- Explore the impact that religion has on some people's choice of food, clothing and worship.
- With the help of the family, identify the choices that they make in their own lives and how their beliefs and religions impact on these choices.

Lesson sample



Lesson 1: Choice

Conversation:

- What is a choice?
- Can you think of one choice you made before coming to school this morning? (What to wear/eat etc.?)
- What made you make this choice?
- Can you think of someone who helps you to make good choices?



Watch this: Watch this video 'The Other Christmas Gift' and discuss what made the children choose the gift for their family over the gift for themselves.

Sometimes we make decisions or choices for a reason. Can you think of a reason you might make a particular choice?



Activity: Making a choice. Tell the children that you are going to give each of them an envelope containing a treat. They are free to open it whenever they like. However, if they do not open the envelope during the day, you will give them another surprise before they go home. Later in the day, go around and give out the extra surprises to those children who haven't opened their envelope.

Discuss the experience, using the prompt questions in the PowerPoint.

Activity: Who are my influences? Discuss the scenarios (see PowerPoint) in groups. The children must decide who influences the decisions they make.



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Lesson Samples

Lesson 2 : Religion and food choice

Our religion and our beliefs can sometimes influence the decisions we make about the food we eat.

Conversation:



- What is your favourite food?
- Is there anything that you are not allowed to eat? Why?
- Do you know someone who cannot eat a particular food?
- Have you ever been told that you shouldn't eat something? Why?



Teaching time: PowerPoint about religion and food: this PowerPoint explores food choice in Islam (Halal and Haram), Hinduism (vegetarianism and veganism), Buddhism (vegetarianism and veganism), Judaism (Kosher and Trefa) and Christianity.



Song: 'Be Our Guest'



Activity: You are hosting a dinner party. One of your guests is a Muslim and one is a Hindu. Design a menu that you will prepare for the party.

Lesson 3 : Religion and clothing

Our religion and our beliefs can sometimes influence the decisions we make about the food we eat.

Conversation:



- Do you have a favourite piece of clothing?
- Why does this piece of clothing have special meaning for you?
- If you were attending a special occasion what would you wear?
- Are there items of clothing that you do not like to wear?

Our School uniform

- Why do we wear a school uniform?
- Do you think it is important to wear a uniform?
- Can you think of other people who wear a uniform?
- Is it important that these people wear a uniform?
- Why do we wear different clothes for different reasons? (e.g. for work, school, sport)



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Activity: Imagine your school is changing its uniform. Design the new uniform for your school.



Activity: Religion and dress: what are you wearing?

- Break up into groups of three or four.
- Take one picture card per group. (See PowerPoint.)
- In your groups, discuss what you know about what the person in the picture is wearing.
- Imagine somebody asks the person in the picture: 'Why are you wearing those clothes?'. As a group, think about what the person in the picture might say.



Teaching time: PowerPoint about religion and clothing choice. This PowerPoint explores clothing choice in Islam, Buddhism, Hinduism, Judaism and Christianity.



Conversation:

- Did you notice any similarities between the dress codes of the different religions?
- Have you ever worn special clothing for a special occasion? If so, what?
- What was the most interesting piece of clothing you learned about? Why?
- Have you ever seen anybody wearing any of the clothes we have learned about?



Activity: Guest speaker

- Invite guests from different religious traditions to come in to the class to talk to the children about how religion affects the choices they make in relation to dress.
- Invite children to take turns asking guests questions that they have prepared.



Activity: You are a fashion designer and you must design clothing for a person from one of the beliefs you have studied.



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Lesson 4: Religion and worship

Our religion and our beliefs can sometimes influence the decisions we make about the food we eat.



Conversation:

- How do you show somebody that you respect them?
- How do you show somebody that you love them?



Teaching time:

Worship is when people show respect and love for the God, Gods or special people they believe in by praying and having religious services or ceremonies.

People who belong to different religions worship in different ways and in different places.

Teaching time: PowerPoint about religion and worship. In the PowerPoint, worship is explored in Islam (Salat), Hinduism (Puja), Christianity (service/ mass), Buddhism (Puja) and Judaism (Prayer).



Activity: Field trip. You might like to visit places of worship in your local community.



Conversation:

- Did you notice any similarities in the way people from different religions worship?
- Have you ever taken part in worship?
- Do you know someone who takes part in worship?
- Are there any challenges/ advantages when making a choice to include worship in your life?



Family project: The choices I make. With the help of the family, children complete the family project and present this to their peers.



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Taking stock:

- Our beliefs and religion can influence the choices we make in our lives. What are the advantages or challenges of this?
- Many people do not follow a religion but they have beliefs that influence their decisions. For example a person may choose to be vegetarian because they believe in the rights of animals. What other beliefs, other than religious ones, might influence the choices we make?
- Other than religious beliefs why might you choose not to:
 - a. eat meat (animal rights, personal taste)
 - b. eat sweets (healthy eating, personal taste).

Resources:

- PowerPoint presentation
- Website: YouTube
- Family project–The choices I make template

Linkage and integration:

- **Visual art:** To enable the child to express ideas, feelings and experiences in visual form and with imagination, enjoyment and a sense of fulfilment.
- **Geography:** To enable the child to learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others.



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Lesson Samples

Strand: Beliefs and Religions

Class level: Fifth/ Sixth class

Learning outcome: Identify and discuss examples of codes of conduct in their own lives and demonstrate an understanding and respect for the codes of conduct that influence the way people live in a range of belief traditions.

Learning experiences:

- Discuss what a code of conduct is and explore examples of these in their everyday lives.
- Define morality, moral choice and influences and examine these concepts in the context of the child's own experience.
- Explore some religious codes of conduct and discuss the impact these have on their own and others' lives.
- With the help of the family, decide the code by which they live and share this with their peers.

Lesson sample

Conversation:



What is a code of conduct?

A 'code of conduct' is a set of rules which tells us about how we should behave and treat others.

- Do you have a code of conduct in your school?
- Who decided on the rules that you must follow?
- Do we need rules in school? Why?
- Are there consequences if the rules are broken?



Story: *Miss Nelson Is Missing* by Harry Allard and James Marshall

Plot summary: The children in Miss Nelson's class will not follow the rules. One day Miss Nelson does not turn up for school and she is replaced by the terrible Miss Swamp. The children begin to miss their kind-hearted teacher and decide to investigate her disappearance. When she returns to school their behaviour is very much improved.



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Activity:



- Choose which of your classroom rules you think is the most important rule and tell your partner why this is the most important one for you.
- If you could add one rule what would it be and why?
- Create a poster for the rule you would like to add and draw illustrations to show what would change if this rule was one of your classroom rules.
- Present your new rule poster to your class.



Song: 'The School Rule Song'

Conversation:



What is a law?

The law is a set of rules that a country follows in order to control the actions and behaviour of the people living in the country. The country may enforce penalties if the law is broken.

- Can you think of any Irish laws?
- Who enforces the law in Ireland?
- Why does a country need laws?



Watch this: Why do people have laws?

Watch this video and discuss the importance of laws.



Taking stock:

Why do people follow the law? Do people follow them

- because they are afraid to break them in case they get in trouble?
- because it's the right thing to do?
- because it makes them feel good?
- because someone told them they should?
- Or are there other reasons people follow the law?

What if there was one day each year when there was no penalty for breaking the law: what do you think would happen?



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Conversation:

- What is morality?
 - Morality is knowing what is good and bad behavior and making choices based on this knowledge.
- What is a moral choice?
 - Moral choices are decisions about what is right and what is wrong.
- What is an influence?
 - Influences are somethings that affect the choices we make.
- What are the influences that affect our choices:
 - feeling guilty
 - fear of being caught
 - the laws of the country
 - our instinct
 - following others
 - obeying orders
 - religion and beliefs
 - being a member of a group or association?



Activity: The moral dilemma

The teacher reads three scenarios where a moral dilemma arises. The class must decide what the right thing to do in each situation is.



Conversation:

What if I just don't know what is wrong or right?

Children do not always know what is wrong and what is right straight away. That is why we sometimes need help from the important people in our lives. Can you identify whom you could ask for help from one of these groups if you were unsure if something was wrong or right? (Your home, your school and your community.)



Teaching time: Explore examples of religious codes of conduct from some religious traditions. (See PowerPoint.)

- Islam – The Five Pillars of Islam
- Christianity – The Ten Commandments
- Judaism – The Mitzvoh
- Hinduism – The Five Constant Duties and The Five Daily Duties
- Buddhism – The Eightfold Path and The Five Precepts



Family project: My code of conduct. The children complete a family project about the rules they follow in their lives. These rules can be religious or secular. The children present their project to their peers and discuss.



Goodness Me! Goodness You!

Lesson Samples



- Why do you think religions have codes of conduct or rules for their followers?
- Did the codes of conduct for the different religions have any similarities to each other?

Resources:

- PowerPoint presentation
- Story: *Miss Nelson Is Missing*
- Song: 'The School Rules Song'
- Website: YouTube
- Family project–My code of conduct template

Linkage and integration:

- **English:** To become fluent and explicit in communicating ideas and experiences.
- **Geography:** To learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others.
- **History:** To develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities.



Goodness Me! Goodness You!

Lesson Samples

Strand: Beliefs and Religions

Class level: Fifth/Sixth class

Learning outcome: Identify and discuss significant symbols in their own lives and demonstrate an understanding of and respect for symbols from a range of belief traditions.

Learning experiences:

- Discuss the concept of signs and symbols and investigate the difference between these.
- Explore the history of the Claddagh symbol in Ireland.
- Discuss the possibilities of symbols as having multiple meanings and different interpretations for different people.
- Recognise the main symbols associated with some world religions.
- With the help of the family, children explore symbols that are important to them.

Lesson sample

Lesson 1: Symbols and signs



Teaching time: What is a symbol? What is a sign?

A symbol is an action, a word or a picture that gives us a message. It can have many meanings and it has the power to affect people. Symbols can also have hidden meanings and can make us respond with our head and our heart.

A sign is an action, word or picture that has one meaning.



Activity: Is it a sign or a symbol? Show the children examples of signs and symbols and ask them to decide if it is a sign or a symbol.

Activity: Recognise the sign game. Match the sign to the correct location.



Conversation:

- Can you think of any symbols or signs you know about?
- How can you tell the difference between a symbol and a sign?
- Do you think symbols and signs are important?



Goodness Me! Goodness You!

Lesson Samples

Lesson 2: Irish symbols



Story: 'The Claddagh Ring'

Plot summary: The story tells of Richard, a man from Galway who was captured and sold into slavery. While he is a slave he steals gold and makes a ring for his beloved. When Richard escapes he returns to Ireland and gives the ring to his beloved. This ring becomes known as the Claddagh Ring. It is a symbol for love, friendship and loyalty.



Conversation:

- Can you think of any other Irish symbols?
- Can you think of any symbols that have a special meaning for you? Why do they have special meaning?

Lesson 3: Symbols with multiple meanings



Conversation:

Characters and their meanings – examine the characters from well-known stories and discuss the meanings they hold for the children. (The Big Bad Wolf might symbolise danger to one child or comedy to another).



Activity: Examine the images and discuss the many meanings they hold. (For example a handshake could symbolise a welcome to some, forgiveness to others etc.)

Activity: The children create their own symbol and write about its meaning. They can share their symbols with their peers and in pairs attempt to decipher each other's symbols meaning.

Lesson 4: Religious symbols

Teaching time: The children explore the meaning of symbols associated with some of the world's religions.



Family project: A symbol for me. With the help of the family, the children investigate symbols that are important in their own lives. These can be religious or secular. Each child will present their project to their class.

Extension activities: Field trip to the Natural History Museum to further investigate ancient Irish symbols.



Goodness Me! Goodness You!

Lesson Samples



Taking stock:

- What would the world be like if there were no symbols?
- What would the world be like if there were no signs?

Resources:

- PowerPoint presentation
- Story: 'The Claddagh Ring'
- Website: YouTube / www.askaboutireland.ie
- Family project–A symbol for me template

Linkage and integration:

- **English:** To become fluent and explicit in communicating ideas and experiences.
- **Geography:** To learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others.
- **History:** To develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities.
- **Art:** To look at, enjoy and make a personal response to a range of familiar and unfamiliar objects and images in the environment, focusing on their visual attributes.



Goodness Me! Goodness You!

Lesson Samples

Strand: Beliefs and Religions

Class level: 3rd and 4th class

Learning outcome: Identify and discuss significant artefacts in their own lives and demonstrate an understanding of and respect for the religious artefacts that are associated with a range of beliefs traditions.

Learning experiences:

- Identify artefacts that are special to them in their own lives.
- Encounter a variety of religious artefacts from a number of religious traditions.
- Interact appropriately with these artefacts and become aware of their significance, their history and how they should be respected.

NOTE: Please see the corresponding PowerPoint for notes on how to use artefacts in the classroom.



The Personal Artefact Game

Note that this game requires people to plan a little bit in advance — ask each player to bring in a personal artefact from home. A personal artefact can be anything that is special or who represents the individual. Pair up with partners or set up seating into a half circle.

How to Play the Personal Artifact Game

1. Assign each child a number or go alphabetically to select the order.
2. If using a half circle, then have each person stand in front of the group. If using partners, then pair up people.
3. Going one at a time, each person will briefly present their personal artefact to the group, including what it is and why they chose it.
4. Depending on the amount of time, the audience can ask 2-3 questions about the artefact.
- 5.

Variations

- Players can pass around their artefacts if they feel comfortable.
- To make the game more interesting, you can take the items and mix them up on a table, then have players guess who each of the items belongs to and explain why.



Conversation

- You have told us about your personal artefact and explained why it has special meaning for you. Consider the following questions;
- If you handed your personal artefact to someone how would you want them to interact with it? For example, would you want them to hold it carefully?
- How would you feel if someone made a joke about your artefact or was being disrespectful of towards it?



Goodness Me! Goodness You!

Lesson Samples



Each religious tradition has items of special significance. We need to remember that these items are special, holy, and sacred to many people and we must ensure that in our treatment of them we remember this and are respectful.

Can you think of any religious artefacts that you have ever seen?

- Describe the artefact
- What was it used for?
- Where was it located?
- How did people interact with the artefact?



Odd one out game – See PowerPoint



How can I be respectful when interacting with religious artefacts?

Who could we ask for advice if we are unsure how to handle or treat a religious artefact?

- Think, pair and share
- Whole class brainstorm



Points to consider before interacting with a religious artefact

Before you pick up or touch an artefact...

- Check with your teacher that it is appropriate for you to touch the object. Some religious artefacts have very specific rules about how they can be used and who they can be touched by
- Check that your hands are clean and dry
- Examine the object carefully and learn its strengths and weaknesses
- If it is too heavy to handle on your own - Get help!

When you pick an object up or touch an object...

- Use both hands and pick it up by its most solid component.
- Handle only one object at a time
- Handle each object with great care
- Do not drink or eat around objects
- Do not move objects from your table



Using the following sentence stems write a letter to someone who will be joining your class and explain to them how they should interact with religious artefacts.

- In your GMY lessons you will be seeing some religious artefacts, these are..... (explain what is meant by an artefact)
- Different religions will have certain artefacts that are important to them, for example ... (give examples of artefacts)
- Religious artefacts are important to religious believers because.....
- You should always treat a religious artefact with respect because.....
- Thank you for reading my letter, I hope that it helps you in your GMY lessons.



Goodness Me! Goodness You!

Lesson Samples



Introduce the religious artefacts



The Family Project

Resources:

- PowerPoint presentation
- Religious Artefacts

Linkage and integration:

- **Geography:** To learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others.
- **History:** To develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities.
- **Art:** To look at, enjoy and make a personal response to a range of familiar and unfamiliar objects and images in the environment, focusing on their visual attributes.



Goodness Me! Goodness You!

Lesson Samples

Strand: Beliefs and Religions

Class level: 3rd and 4th class

Learning outcome: Demonstrate an understanding of and respect for the special people who are associated with a range of belief traditions and develop an understanding of special people in their own lives.

Learning experiences:

- Identify people who are special to them in their own lives.
- Explore leaders who have made positive contributions to society.
- Listen to and appreciate the stories of the founders of some world religious traditions.



Think about the people in your life who are special to you.

- Why are these people special to you?
- How do you show them that they are special?



Write a letter to a person in your life who is special to you.

The following sentence stems might help you:

- In our class we have been talking about people who are special to us...
- I chose you as a person who is important to me because...
- You are my friend because...
- You are nice because...
- You make me happy when...
- You have taught me...



What is a leader?

Do you know any leaders in your school, your community, your country or from other parts of the world?

What makes a person a good leader?

Can anyone be a leader?



Watch the video and decide who is the leader in each scenario. Are all the leaders the same? Do any of the leaders make mistakes?



This is Me – Leadership Activity

Materials: Poster board or construction paper, crayons, scissors, magazines, and newspapers

Description: Having the confidence to lead is an important part of leadership. Draw a picture of yourself on the poster board or construction paper. Cut out pictures from the magazine or newspaper that best show who you are. The images might include your favourite foods and activities, pets, where you live, and whatever makes you special. After you create your poster, you can present it to the other children in your class.



Goodness Me! Goodness You!

Lesson Samples

The story of Mahatma Ghandi



Most religions have central figures whose teachings and ways of life laid the foundation for that religion.

We are going to explore the following people or figures:

- Islam – The Prophet Muhammad (peace be upon him)
- Christianity – Jesus
- Judaism – Moses
- Buddhism – The Buddha (Siddhartha Gautama)
- Hinduism – Vishnu

Song – The Leader in Me



The Listener

Split up into pairs and have each pair find somewhere to sit. One person in the pair is to be designated “The Listener”. As a leader it is important to be a good listener.

“The Listeners” job is to listen to the other person talk about themselves and take notes. The person who is talking should be encouraged to talk about basic information such as where they are from, age, favourite activities etc. It is up to “The Listener” to listen carefully and note down this information. Once they’ve finished, the teacher asks “The Listener” to recall the information they have found out about their partner. The more they’ve listened, the more information they will have.



Untangle Human Knot

Children are split into groups (the larger the group the more challenging the task) and have put one hand out and hold someone else's hand. Once this is done, ask everyone to put their other hand out and hold someone else's hand. This should create a human knot. The goal is to figure out how to untangle and create a big circle, without releasing their grips. Assign a leader to help everyone get untangled.



With the help of your family complete the family project ‘Special People’. You can complete the project in relation to a religious or non-religious figure or person.