



# Goodness Me! Goodness You!

Lesson Samples

**Strand:** We are a Community National School

**Class level:** First/ second class

**Learning outcome:** Understand the positive contributions that friendship and community make in their lives.

**Learning experiences:**

- Explore what it means to be a good friend through discussion of the topic of friendship.
- Examine the traits of a 'friendly' person.

## Lesson sample



### Conversation:

Brainstorm the idea of friendship.

- What is a friend?
- What does it mean to be friendly?
- What does it mean to be unfriendly?



**Activity:** Read the following scenarios and in pairs work out what they think the person should do.

1. Sarah says I am her best friend but when her other friends are around she ignores me. She doesn't pay any attention to me unless we are alone. How can I stop her ignoring me?
2. Jim and I have been best friends since playschool. We started secondary school a couple of months ago and over time I have made some new friends. Unfortunately my new friends don't like Jim and often make fun of him behind his back. How can I be friends with everyone without hurting anyone's feelings?

Break the children into groups/pairs to discuss this idea and report back to the class.



**Activity:** Children draw images of being friendly and being unfriendly. What does a person do in order to be described as friendly/unfriendly?



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Song: '[Count on Me](#)' by Bruno Mars



**Taking stock:**

- Recap the children's perspectives on being friendly and unfriendly.
- Discuss ways in which we can support each other as classmates and as a school community.

**Resources:**

- Images of friendship and lack of friendship
- Song: 'Count on Me' by Bruno Mars

**Linkage and integration:**

- **SPHE:** To develop and enhance the social skills of communication, co-operation and conflict resolution.
- **English:** To become fluent and explicit in communicating ideas and experiences.



# Goodness Me! Goodness You!

## Lesson Samples

**Strand:** We are a Community National School

**Class level:** Third/Fourth class

**Learning outcome:** Respect, celebrate and value the diversity present within the school community and recognise practical ways to respect the diversity in the school community.

**Learning experiences:**

- Explore the responsibility of global citizens towards refugees through engagement with the story 'Four Feet, Two Sandals'.
- Discuss how we can help people who have had to leave their homes because of immediate danger to their lives.

### Lesson sample



**Story:** '[Four Feet, Two Sandals](#)' by Karen Lynn Williams and Khadra Mohammed

**Plot summary:** 'Four Feet, Two Sandals' tells the story of two girls, Lina and Feroza, and their families, who are living in a refugee camp in Pakistan, having fled the war in Afghanistan. The girls become friends when each finds one sandal from a matching pair. They decide to share the sandals, taking turns wearing them. The story describes the girls' lives in the camp, with long lines for water and the stressful wait for new homes.

Eventually, Lina's family receives permission to emigrate to the United States, and Feroza gives the sandals to Lina, saying, "You cannot go barefoot to America." As she is leaving, Lina gives the shoes back to Feroza, as Lina's mother has saved money to buy her shoes. Feroza then gives Lina one sandal to keep, noting that "it is good to remember."

**Conversation:**



- Why do people become refugees?
- Should all countries, that can provide safety, allow people escaping danger in another country to come to their country?
- Do countries have different responsibilities to their citizens than to other people around the world?
- Why do the girls decide to share the shoes?
- What makes Lina and Feroza friends?
- Can friendship help people to feel more at home when they have fled their homes? If so, how?



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**Watch this:** [UNICEF Meet one of the Syrian Refugee Children](#)

You may also watch the UNICEF Unfairytale Series on YouTube.



**Project work:** You might like to organise a fundraising event in your school or your local community to support UNICEF, a charity who works to help refugee children.



**Song:** ['Waving Flag K'naan'](#)



**Taking stock:**

- Recap the children's perspectives on being friendly and unfriendly.
- Discuss ways in which we can support each other as classmates and as a school community.

### Resources:

- Story: 'Four Feet, Two Sandals'
- YouTube videos
- Song: 'Waving Flag K'naan'

### 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.
- **English:** To develop and enhance the social skills of communication, co-operation and conflict resolution.



# Goodness Me! Goodness You!

Lesson Samples

**Strand:** We are a Community National School

**Class level:** Fifth/ Sixth

**Learning outcome:** Discuss, justify and value the concepts of equality and human rights in the world and examine examples where equality and human rights are supported and impinged upon.

**Learning experiences:**

- Discuss the concept of animal rights in the context of the story 'Standing Up to Mr. O'.
- Explore animal welfare groups that work in their local community.

## Lesson sample



**Story:** 'Standing Up to Mr. O' by Claudia Mills

**Plot summary:** Maggie admires and likes her biology teacher, but she is against dissection and refuses to dissect a worm, declaring to the class that killing is wrong. Some of her classmates support her and some don't, and her best friend agrees with her but doesn't stand up to the teacher herself. Maggie finds that her principled stand also leads her to act in ways she later questions.



**Conversation:**

- Do animals have rights?
- If you do not feel comfortable doing something should you still do it?
- Are we always required to do what authorities tell us to do? When is it acceptable to say no?
- How do we decide when something is wrong?
- Can we admire someone and at the same time think they're wrong about something?



**Project work:** Identify animal welfare groups that work in the local community. Invite a representative from the organisation to speak to the class.

Organise a charity event to raise money for a local animal welfare organisation or the ISPCA. Go to [http://www.ispca.ie/my\\_dog\\_ate\\_it/](http://www.ispca.ie/my_dog_ate_it/) to find out more.



# Goodness Me! Goodness You!

## Lesson Samples



### Taking stock:

- Recap the children's perspectives on being friendly and unfriendly.
- Discuss ways in which we can support each other as classmates and as a school community.

### Resources:

- Story: 'Standing Up to Mr. O' by Claudia Mills
- ISPCA website

### Linkage and integration:

- **Geography:** To develop aesthetic sensitivity to the natural and human elements of the environment and to the repercussions of human actions.
- **English:** To begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions.



# Goodness Me! Goodness You!

Lesson Samples

**Strand:** We are a Community National School

**Class level:** Third/Fourth class

**Learning outcome:** Define and analyse the values of the school community and understand the impact that these values have on their own actions.

**Learning experiences:**

- Discuss how to respectfully disagree with someone in authority and with your friends.
- Practice how to disagree respectfully during a classroom debate.

## Lesson sample



**Activity:** You are in an art class at school. The teacher tells the class that today each student is to paint a painting of their best friend in the class. The class is uncomfortable with this, and one student points out to the teacher that some kids will have lots of kids painting them, and other kids won't be chosen at all. The teacher insists that this is what the students should do. Almost all of the students don't want to do this. What should you do?

Children discuss the scenario in pairs and share their thoughts with the class.



**Conversation:**

- Is it disrespectful to disagree with your teacher? With your parents? Your friends?
- Can you disagree and still be respectful? How?



**Watch This:** ['Disagreeing Appropriately'](https://www.youtube.com/watch?v=ghk-nDJB3Tk) or <https://www.youtube.com/watch?v=ghk-nDJB3Tk>

If you used these steps to disagree do you think the other person would still feel respected?



**Activity:** Class debate. Choose a topic to debate in class and hold a classroom debate. Encourage the children to disagree with their opponents in a respectful manner.



# Goodness Me! Goodness You!

## Lesson Samples

### Taking stock:



- Recap children's views on authority and respect.
- Recap all the different ways we can be respectful and disrespectful to authority. How can adults be more respectful to children?
- Discuss ways in which as adults and as children we can more respectful to each other in school and in our local community.

### Resources:

- YouTube video

### Linkage and integration:

- **SPHE:** To develop some of the skills and abilities necessary for participating fully in groups and in society.
- **English:** To justify and defend opinions and present a coherent argument orally and in writing.



# Goodness Me! Goodness You!

## Lesson Samples

**Strand:** We are a Community National School

**Class level:** Fifth/ Sixth class

**Learning outcome:** Discuss, justify and value the concepts of equality and human rights in the world and examine examples where equality and human rights are supported and impinged upon.

**Learning experiences:**

- Explore the concepts of human rights through interaction with the story 'Freedom Summer' and the poem 'Coloured'.
- Discuss examples of discrimination and the effects of discrimination towards others.

### Lesson sample



**Story:** 'Freedom Summer' by Deborah Wiles

**Plot summary:** This picture book tells the story of a friendship between two boys in the early 1960s in Mississippi: Joe, who is white, and John Henry, who is African American. They love to swim and they spend time in the creek, because the town pool is closed to John Henry. When the boys want ice pops, Joe goes into the store to buy them, because John Henry is not allowed into the store. After the passing of the Civil Rights Act of 1964, the town pool is required to be open to everyone, but when the boys arrive at the pool, the pool is being emptied and filled with asphalt. John Henry says, 'White folks don't want coloured folks in their pool.' Joe thinks to himself, 'I want to go to the Dairy Dip with John Henry, sit down and share root beer floats... I want to see this town with John Henry's eyes.' At the end of the story, the boys walk together into the store to buy ice pops.

**Conversation:**



- Why is the book called 'Freedom Summer'? Who is free in the story? Who is not?
- Are Joe and John Henry friends?
- Why does John Henry eat in the kitchen at Joe's house, while Joe and his family eat in the dining room?
- Why isn't John Henry allowed in the store? Who decides?
- Who controls the town pool? Why is it filled with asphalt after the law requires it to be open to everyone?
- Why don't 'white folks' want 'coloured folks' in their pool? Why is the pool considered the 'white folks' pool'?
- What does Joe mean when he thinks that he 'wants to see the town with John Henry's eyes'? Is this possible?
- When the boys walk into the store at the end of the story, who is taking the greater risk? Why?



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**Watch this:** Watch the video and discuss. [UNITY Anti-Discrimination Video](#)

- Do we treat everybody the same?
- Why are some people treated differently?
- Is it right to treat others differently because they are not the same as us? Why?



**Poem:** Read the poem 'Coloured' to the class and discuss. This poem was written by an African child and nominated by the UN as the best poem in 2006.

When I born, I black  
When I grow up, I black  
When I go in Sun, I black  
When I scared, I black  
When I sick, I black  
And when I die, I still black

And you white fellow  
When you born, you pink  
When you grow up, you white  
When you go in sun, you red  
When you cold, you blue  
When you scared, you yellow  
When you sick, you green  
And when you die, you grey  
And you are calling me coloured?



**Taking stock:**

- Recap the main aspects of story. Recap all the different responses.
- Discuss ways in which we can challenge such examples of racism. What can each of us do as an individual (acknowledgement, challenge unacceptable views/behaviour)? At local level? At national level?



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## Lesson Samples

### Resources:

- Book: 'Freedom Summer'
- Poem: 'Coloured'
- YouTube video

### Linkage and integration:

- **SPHE:** To become aware of some of the individual and community rights and responsibilities that come from living in a democracy.
- **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.



# Goodness Me! Goodness You!

Lesson Samples

**Strand:** We are a Community National School

**Class level:** Fifth/Sixth class

**Learning outcome:** Examine the concept of active citizenship and analyse the positive contributions and change brought about by active citizens throughout the world.

**Learning experiences:**

- Discuss the concept of homelessness
- Challenge the stereotypes that exist about homelessness through talk and discussion and interaction with the lesson materials.

**Lesson sample**

**Note:** Apply for the Focus Ireland resource '[No Place Like Home](#)' online.



**Activity:** Play the train game

- Put name sheets around walls (corresponding images obscured from pupils' view)
- Children stand below the name of the person they'd most like to sit beside on a train
- Once pupils are in place, ask them their reasons for choosing that person(s)
- One by one, reveal the image behind the name, hear new opinions.

Introduce the terms *prejudice*, *discrimination*, *stereotype*

Tell the children that today's lesson will be on the topic of homelessness.



**Conversation:**

- Ask children their views on this topic? (having completed previous work in relation to creating a safe space to express their views)
- How might people become homeless?
- What stereotypes might be associated with homelessness?
- In what instances might the homeless be discriminated against?
- What prejudices might people hold?



**Watch this:** Show video on homelessness ('No Place Like Home')

Discuss different types of homelessness.

Discuss the reasons why someone might become homeless: financial/economic reasons, war/displacement of peoples, refugees, migration (voluntary/involuntary) domestic violence, and alcohol/drug related issues.

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**Project work:** Organise a fundraising event for Focus Ireland in your school or local community.



**Activity:** Distribute a selection of homeless images. Children work in pairs – one image per pair. The pair discuss the image and attempt to empathise with the person in the image.

- How does the person in the picture feel?
- How would you feel in this situation?



**Taking stock:**

- Recap stereotypes of homelessness. Recap all the different ways someone can become homeless.
- Discuss ways in which we can challenge those stereotypes.
- What can each of us do as an individual (acknowledgement, challenge unacceptable views/behaviour)? At local level? At national level (e.g. petition local councillors, voting at elections)?

**Resources:**

- 'No Place like Home': Focus Ireland book for fifth/sixth classes
- Homelessness images
- YouTube video

**Linkage and integration:**

- **English:** To express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing.
- **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.



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**Learning outcome:** Discuss, justify and value the concepts of equality and human rights in the world and examine examples where equality and human rights are supported and impinged upon.

**Learning experiences:**

- Explore the concept of racism through engagement with the story 'The Other Side'.

### Lesson sample



**Story:** 'The Other Side' by Jacqueline Woodson

**Plot summary:** The Other Side begins as follows: 'That summer the fence that stretched through our town seemed bigger.' The story is narrated by Clover, who lives in a house on the side of the fence that separates the black townspeople from the whites in the town. Clover's mother tells her not to climb over the fence, because it isn't safe.

That summer Annie, a white girl Clover's age, begins sitting on the fence each day, by herself. When Clover and her friends are jumping rope, Annie asks if she can join, but one of Clover's friends, Sandra, says she can't.

Clover finds herself always looking for Annie sitting on the fence. One day she comes close to the fence and Annie asks her name, and they begin talking. Annie notes that the fence was made for sitting on. Clover responds that her mother had told her not to go on the other side, and Annie says that her mother says the same thing, but that she hadn't said anything about sitting on it, and the two girls begin sitting together on the fence. Clover's mother observes this, but doesn't tell Clover to stop sitting there, and one morning she notes, 'I see you made a new friend.' Eventually Annie and Clover ask Clover's friends if they can join them jumping rope, and Sandra replies, 'I don't care.' So Annie and Clover join the group of young black girls playing. When tired, they all sit on the fence together.

The book ends with Annie saying, 'Someday somebody's going to come along and knock this old fence down,' and Clover responding, 'Yeah, someday.' The story's text and illustrations are ideal for raising questions about race and racial identity and about the ways in which small acts can lead to social change.





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### Conversation:

- Why did the fence stretch through the town?
- Why wasn't it safe for Clover to climb over to the other side of the fence?
- Why was it safe for Annie to climb over to Clover's side of the fence?
- Why did Annie want to sit on the fence?
- Were Clover and Annie friends?
- Does race define a person? Is it an important part of our identity?
- Why did Sandra say no when Annie wanted to join the jump rope game, but agreed to let Annie join them later that summer when she was with Clover?
- What does the fence represent?
- Are there many kinds of fences?



**Activity:** Imagine you are Clover. Write a diary entry explaining how Clover felt when her mother told her she could not visit the other side of the fence.



### Taking stock:

- Discuss ways in which we can challenge racism.
- What can we do as an individual (acknowledgement, challenge unacceptable views/behaviour)? At local level? At national level (e.g. petition local councillors, voting at elections)?

### Resources:

- Story: 'The Other Side' by Jacqueline Woodson

### Linkage and integration:

- **SPHE:** To begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions.
- **English:** To express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing.