

## Goodness Me, Goodness You! Short Term Plan

**Strand:** Beliefs and religions

**Element:** Celebrations

**Class:** Junior/Senior Infants

### Learning Outcome:

- Develop a sense of respect for and understanding of celebrations that are relevant in their own lives and the lives of others  
**\*This lesson can be used in conjunction with preparation for a junior infant welcoming ceremony\***

### Curriculum Links:

My Stories – My life, My Relationships

We are a CNS –Community and Citizenship, Respect

### Learning Experiences:

- Listen to/ read the story 'Tumi Goes to the Park' and 'Kevin's birthday'
- Explore the concept of first experiences and celebrations
- Participate in a welcoming ceremony

### Methodologies:

- Active learning
- Talk and Discussion
- Use of the environment
- Collaborative learning
- Play
- Story

### Lesson Outline



**Story:** 'Tumi goes to the Park' by Nyambura Kariuki

**Summary:** The story detail the first journey of a child to the park. She sees lots of new things and meets lots of new people. The story is used to introduce the topic of new experiences to the children.



### Conversation:

- Where was Tumi going?
- What questions was she asking Mama?
- Why was she asking these questions?
- Do you go to the park? Why? When? With who?
- What kind of things have you done for the first time?
- Do you like trying new things?
- What was your first day in school like?

**Activity:**

The children work as a whole class to create a new story using images from the book.

**Activity:** Draw your favourite part of the book or draw a picture of a time that you visited the park.



**New Characters:** The children are introduced to each of the GMGY characters. They are given opportunities to make comments about similarities/differences from their own lives.



**Book:** Read the story of 'Kevin's Birthday Party'

**Summary:** This book is the story of Kevin's birthday party. It details the preparation for the party and the celebration itself. It introduces the children to concepts of celebration.

**Conversation:**

- Where was Patrick going?
- What did you think the present was?
- Do you celebrate birthdays?
- What kinds of things would you need for a birthday or other celebration?



**Song:** 'Hi, Hello'



**Family project:** The family project takes the form of an invitation to the welcoming ceremony. The children can draw a picture of themselves on the invitation.

**Taking Stock:**

- Discuss the importance of celebrating the child's entry into school.
- Why do you think people are excited about you starting school?

**Resources:**

- Story 'Tumi goes to the park'
- Story 'Kevin's Birthday'
- Family project sheet

**Linkage and Integration:**

- English - reading, writing and oral language

- Gaeilge – Mé Féin, sa bhaile
- Arts – singing, drawing, colouring
- SPHE – Myself and others

## Goodness Me, Goodness You! Short Term Plan

**Strand:** Beliefs and religions

**Element:** Celebrations

**Class:** 1<sup>st</sup> and 2<sup>nd</sup> 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.

### Curriculum Links:

My Stories – My life, My Relationships

We are a CNS –Community and Citizenship, Respect

### Learning Experiences:

- Listen to and respond to the story
- Listen to and sing the song celebrate
- Learn about the celebrations of other children while exploring their own celebrations

### Methodologies:

- Active learning
- Talk and Discussion
- Use of the environment
- Collaborative learning
- Story
- Play

### Lesson Outline



**Watch this:** Song called Celebrate (Available on accompanying presentation resource)



**Story:** *Everything Looks New* by Mala Kumar and Manisha Chaudhry (on accompanying presentation)

**Plot summary:** The main character in this story is celebrating the start of spring. She loves spring. It also turns out that this time of year is special for lots of reasons and she and her family have lots of ways in which they celebrate.



### Conversation:

- What is the girls favourite season? Why?
- What do some people in India do on this special day?
- How else did the people in the story celebrate?
- The festival they celebrate is called Holi, have you heard of it?

- What were they doing with the orange water?
- What foods do they eat to celebrate?



**Poem:** Thanksgiving

*It's after Thanksgiving.  
I'm full as can be.  
I haven't got room left  
for even a pea.  
I probably gobbled  
too much at our feast.  
I'm straining in pain and  
my waistline's increased.  
I'm utterly glutted.  
My stomach is stuffed.  
My belly is bulging.  
My tummy is puffed.  
I'm totally bloated.  
I'm huffing and puffing.  
I guess it's not smart to eat  
nothing but stuffing.*

The children can act out the poem in dramatic ways.



**Activity:** The children draw a picture of the meal they would like to eat at the dinner.



**Story:** Read through the stories of the GMGY Characters (*This part of the lesson indicates the religious language input*)



**Sample conversation:**

- Can you remember how Aaron celebrates Hanukkah?
- Do you celebrate in any of these ways?
- Can you list all of the ways in which people celebrate their special occasions?



**Family Project:**

The family project sheet is sent home and completed with the parents. When finished it is brought back to school and shared in the class through dialogue with each other.

- Name a celebration that is special to you and your family.

- Why is this special to you?
- What do you do to celebrate?
- Draw a picture of your celebration.



#### **Taking stock:**

- Discuss the concept of celebration and modes of celebration with the children.
- Why do you think we need to explore the celebrations of others?

#### **Resources:**

- Video 'Celebrate'
- Story Everything Looks New by Mala Kumar and Manisha Chaudhry
- Poem: Thanksgiving
- Family project sheet

#### **Linkage and Integration:**

- **Arts** – Drawing/Paint and colour/Listening/song singing
- **English** – Oral language/Reading/Writing
- **Gaeilge** – O cáidí speisialta
- **Geography** – People and places in other areas