

## Goodness Me, Goodness You! Short Term Plan

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

**Element:** Equality, Rights and  
Responsibilities

**Class:** Junior and Senior  
Infants

### Learning Outcome:

- Develop their own concept of fairness and examine the rights of children

### Curriculum Links:

My Stories – My relationships, my life,

Thinking Time – Emotions and Wellbeing , Thinking and asking questions

Beliefs and Religions – Lifestyle and Practices

### Learning Experiences:

- Explore the idea of rights and children’s rights
- To help children reflect on what rights are important for them now

### Methodologies:

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

### Lesson Outline



**Story:** ‘It’s Not Fair’ by Amy Rosenthal (also available on <https://www.youtube.com/watch?v=KoSUnJqJ7Yw> )

**Summary:** And life can't always go the way we want it to. But with this book, the authors reassure us that everyone, including pigs, planets, and square pegs, sometimes thinks: It's not fair!



### Conversation:

- What does it mean to be fair?
- What kind of things in the book were ‘Not fair’?
- Have you ever been treated unfairly?
- Is it easy to treat people fairly?



**Activity:** Unfair situations cards

Display the Illustrations of Unfair Situations

([https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal\\_Junior-Senior-Infants.pdf](https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal_Junior-Senior-Infants.pdf)) on the whiteboard. Ask the children what they think needs to change in each picture to make the child in each picture 'Fair' and happy

**Activity:** Show the children the pictures of the rights and ask them to identify the rights which are represented with support from the teacher

([https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal\\_Junior-Senior-Infants.pdf](https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal_Junior-Senior-Infants.pdf))



**Conversation:**

- What do you think the child in this picture should be allowed to do? What do they have the right to do?
- Is it fair that a child could not have . . . ?
- How would you feel if you couldn't?



**Activity:** Choose one of the rights from the display and illustrate themselves in that position

**Group work:** In groups, the children will receive 3/4 of the images and they must decide which people could help if that happened to them.



**Taking Stock**

- What do you consider to be right or wrong?
- What is fairness and have you really ever been treated unfairly?
- How might the concept of fairness be different to people in different situations?

**Resources:**

- Resources available on [https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal\\_Junior-Senior-Infants.pdf](https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal_Junior-Senior-Infants.pdf)
- <https://www.youtube.com/watch?v=KoSUnJqJ7Yw>
- Printed pictures of rights

**Linkage and Integration:**

- **SPHE** – Human rights
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language
- **Geography** – people in other places/interdependence/Cultures

## Goodness Me, Goodness You! Short Term Plan

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

**Element:** Equality, Respect  
and Responsibilities

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

### Learning Outcome:

- Become aware of the rights of children and the responsibilities that correspond to these rights

### Curriculum Links:

We are a CNS – Values, respect, community and citizenship  
My Stories – My life, my relationships, My spaces and places  
Thinking Time – Emotions and Wellbeing

### Learning Experiences:

- The children will develop their understanding of the idea of rights and of children's rights
- Engage with the the UN Convention on the Rights of the Child (UNCRC)

### Methodologies:

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

### Lesson Outline



**Story:** *Steamboat School* by Deborah Hopkinson (available at <https://www.youtube.com/watch?v=sSbLETociys>)

**Plot summary:** When James first started school, his sister practically had to drag him there. The classroom was dark and dreary, and James knew everything outside was more exciting than anything he'd find inside. But his teacher taught him otherwise.

"We make our own light here," Reverend Meachum told James.

And through hard work and learning, they did, until their school was shut down by a new law forbidding African American education in Missouri. Determined to continue teaching his students, Reverend John Berry Meachum decided to build a new school—a floating school in the Mississippi River, just outside the boundary of the unjust law.

Based on true events, Ron Husband's uplifting illustrations bring to life Deborah Hopkinson's tale of a resourceful, determined teacher; his bright, inquisitive students; and their refusal to accept discrimination based on the color of their skin



### Conversation:

- Can you retell what happened in the story?
- What did the character not have in the story that he should have had?
- Is there anything else that people in the world should have?
- These are called 'rights'



**Activity:** The children work in pairs to name as many things as they can that they **need** in their lives. Follow with discussion to work out whether all of their suggestions are needs (e.g. TV, video games etc)



**Watch:** Play youtube UNCRC

[https://www.youtube.com/watch?v=y\\_2nA49p3yw](https://www.youtube.com/watch?v=y_2nA49p3yw)



**Activity:** Hand out copies of the UN Convention on the Rights of the Child poster

[https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal\\_First-Second-Third-Class.pdf](https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal_First-Second-Third-Class.pdf) and/or show the pdf of the poster on the whiteboard.

Facilitate the children to compare their class list of children's rights with the rights shown on the poster.



**Watch:** <https://www.youtube.com/watch?v=tOsq5MVXZzk>



**Project:** The children could create a large poster with the rights that are relevant to them right now. Beside each right they should put how they must also be responsible



### Taking Stock:

- What makes us unique?
- What is special about me and my family?
- What is my life story so far?

### Resources:

- Youtube videos
- [https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal\\_First-Second-Third-Class.pdf](https://www.oco.ie/app/uploads/2017/12/MakingChildrensRightsReal_First-Second-Third-Class.pdf)
- Paper and poster

### Linkage and Integration:

- English - writing and oral language
- Gaeilge – Mé Féin,

- Arts – drawing, colouring
- SPHE – responsibilities
- Geography – people in other places

## Goodness Me, Goodness You! Short Term Plan

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

**Element:** Equality, Rights and  
Responsibilities

**Class:** 3<sup>rd</sup> and 4<sup>th</sup> class

### Learning Outcome:

- Develop their own understanding of equality and human rights in the world and the responsibilities that correspond to these rights

### Curriculum Links:

My Stories – My relationships, my spaces and places , My Life  
We are a CNS – Community and Citizenship  
Thinking Time – Emotions and Wellbeing

### 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.

### Methodologies:

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

### Lesson Outline



**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 is 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?



**Watch This:** Watch the video and discuss. UNITY Anti-Discrimination Video (YouTube <https://www.youtube.com/watch?v=XWgE6D7ejtg>)

- 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 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:



- Is it easy to change the way we look and view each other?
- How can we best look past the exterior to see what is on the inside?
- Why is it important that we give all people equal opportunities?
- Is this a difficult task?

### Resources:

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

### Linkage and integration:

- **SPHE** – Human rights
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language/Reading/Writing
- **Gaeilge** – Sa bhaile
- **Geography** – people in other places/interdependence/Cultures



## Goodness Me, Goodness You! Short Term Plan

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

**Element:** Equality, Rights and  
Responsibilities

**Class:** 5<sup>th</sup> and 6<sup>th</sup> Class

### Learning Outcome:

- Develop their own understanding of equality and human rights in the world and the responsibilities that correspond to these rights

### Curriculum Links:

We are a CNS – Values, respect, Community and Citizenship

My Stories - My life, My relationships, My spaces and places

Thinking Time – Thinking and asking questions, Emotions and Wellbeing

### Learning Experiences:

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

### Methodologies:

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

### Lesson Outline



**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.

Summary: 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 recalls;

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.



### **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?

**Project:** The children research a variety of other active citizens in the world

- Bono
- Ali Heuson
- Bob Geldof
- Rosa Parks
- Ghandi
- Etc.

**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

**Brainstorm:** Brainstorm the word 'Prejudice' and its possible meanings.

**Activity:** Cut up biased scenarios prepared in advance

Divide the class into small groups of three or four and distribute a scenario to each group.

Ask each group to act out the scenario depicted with, as far as possible, each student playing a different character. Ask the groups to think about how the character being discriminated against must feel.

Ask each group to role play their scenario in front of the class.

At the end of each role play, ask the class to describe the type of discrimination illustrated and to report on the impact of this discrimination on the character(s) involved. Summarise responses on the board or on butcher's paper.

As a follow up to this activity, students may be asked to devise strategies to deal with the situations depicted in the scenarios. Groups may be asked to reform and re enact the scenarios incorporating their solutions for dealing with prejudice.

**Activity:** Create posters entitled 'Racism, NO WAY! You could even hold a miniature protest in your classroom to practice active citizenship

**Activity:** Write an imaginary letter to the minister for Justice objecting to the use of the fence in the town.

#### **Resources:**

- Story: 'The Other Side' by Jacqueline Woodson
- Prejudice scenario cards
- Paper for posters
- Pencils and colours

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

- **SPHE** – Human rights
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language/Reading/Writing
- **Geography** – people in other places/interdependence/Cultures