

## Goodness Me, Goodness You! Short Term Plan

**Strand:** My Stories

**Element:** My Spaces and Places

**Class:** Junior/Senior Infants

### Learning Outcome:

- Formulate their own concept of home and develop their sense of belonging in this home

### Curriculum Links:

My Stories – My life, My Relationships

We are a CNS – Equality, Rights and Responsibilities, Community and Citizenship

### Learning Experiences:

- Listen to/ read the book 'A house is a house for me'
- Discuss their own homes and families
- Explore what their home means to them through talk and discussion

### Methodologies:

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

### Lesson Outline



**Story:** 'A house is a house to me' by Mary Ann Hoberman

**Summary:** This story has a poetic style and details the homes of creatures and inanimate objects.



### Conversation:

- Can you remember some of the homes in the story?
- What was a house for an ant?
- What was a house for a . . . . ?



### Activity:

Choose some live and inanimate objects from the classroom. The children work together to decide which place in the classroom would be the best house for that object.



**Book:** Read the story of Hansel and Gretel (A Little Golden Book). Stop on the page with the gingerbread house for a discussion:

- If you could build a house like this, what would you make it from?
- Who do you think would live in a house like this?
- Were you surprised that the witch lived in this house?





**Activity:** The children illustrate a version of the gingerbread house that they would like to build as their own house.



**Conversation:**

- Revisit the stories of 'A house is a house to me' and 'Hansel and Gretel'
- What place is your favourite place to be?
- What place in your life feels like your home (this can be a house/room/tent/treehouse etc.)
- Why is this place special home for you?
- A pencilcase is a house for pencil, what is a house for 'Jane' (example)



**Journal sheet:**

The children complete a sheet entitled '\_\_\_\_\_ is a house for me'



**Taking Stock:**

- Discuss with the children that their 'home' does not necessarily mean the 'house' they live in.
- What does the word home mean to you?

**Resources:**

- Story 'A house is a house for me'
- Story of Hansel and Gretel
- Project sheets
- Writing sheets and pencils

**Linkage and Integration:**

- English - reading, writing and oral language
- Gaeilge – Mé Féin, sa bhaile
- Arts – singing, drawing, colouring
- Geography – My locality

## Goodness Me, Goodness You! Short Term Plan

**Strand:** My Stories

**Element:** My Spaces and Places

**Class:** 2<sup>nd</sup> class

### Learning Outcome:

- Recall and discuss stories that originate in the community, and develop an appreciation for their value in the community

### Curriculum Links:

My Stories – My Relationships  
Community and Citizenship  
The Big Questions

### Learning Experiences:

- Listen to stories from their local community written by school children in the 1930s
- Respond imaginatively to the stories
- Infer what the local community was like at that time through examining maps and the stories

### Methodologies:

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

### Lesson Outline



**Story:** *The Money Hole*

**Plot summary:** This short story is one written by a schoolchild in the 1930s and tells the tale of the local area of **Lucan**. It gives an insight into the lives of people at that time.

**A large amount of these stories from around the country are transcribed on** <https://www.duchas.ie/en/cbes>



### Conversation:

- What was this story about?
- Who do you think wrote this story?
- Is this story true, do you think?



**Activity:** The children are provided with a number of the stories from children in the **lucan School**. (Printable versions at <https://www.duchas.ie/en/cbes>) The children must read the story as a group and write down what it was about, who they think wrote it and what they think the area was like



**Conversation:** The children share their findings with the rest of the class and the entire class work together to create an image of what the local area was like based on the stories



**Project:** The children take part in a project like that in the 1930s. They visit a person who has lived a long time in their local area and record some stories from the local area. They might like to find out about local monuments or structures also and write about those. The stories could be made into a book.



**Activity:** The children will be shown maps of the local area from the early 1900s and the modern version. They must spot the changes and things that are the same. (Maps available at <http://map.geohive.ie/mapviewer.html>)

The children write an imaginative story about being a person in the local community in the 1930s.



#### **Taking Stock:**

- How can stories help us to understand our local community?
- Why is it important to keep stories from our local community?



Extension: Try to find poems, stories, etc from the local area. Invite a local historian to share stories from the local area.

#### **Resources:**

- 1930s school collection stories for relevant area
- Aerial maps
- Interview sheets

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

- English - writing and oral language
- Gaeilge – sa bhaile
- SPHE – Myself and others
- History – my local area, story
- Geography – maps, my local area

## Goodness Me, Goodness You! Short Term Plan

**Strand:** My Stories

**Element:** My Spaces and Places

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

### Learning Outcome:

- Recall and discuss stories that they have encountered and that originate in the Irish tradition and develop an appreciation of their cultural value

### Curriculum Links:

My Stories – My relationships, my life  
Community and Citizenship  
Emotions and Wellbeing  
Beliefs and Religions

### Learning Experiences:

- Identify and listen to stories that originated in Ireland.
- Explore the Irish tradition of storytelling in order to understand the history of storytelling in Ireland and appreciate the importance of this history as part of our cultural heritage.

### Methodologies:

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

### Lesson Outline



#### Conversation:

Explore the concept of the storyteller.

- What is a storyteller?
- What is the difference between a story writer and a story teller?
- Do you like listening to stories? Why?
- What is the difference between reading a story and listening to a story?
- If you are telling a story, how do you make it interesting for your audience?
- What is a myth? Are all parts of it real?



**Story:** *The Story of Gráinne Mhaol*

**Plot summary:** As the legend goes, Gráinne wanted to go on a trading voyage with her father to Spain. She was told she could not go because her beautiful long hair would catch in the ropes. This made her very angry, so she decided

to cut off all her hair! Her father had no more excuses, so he had to let her on board. This is how she got her nickname 'Gráinne Mhaol'; in Irish, maol means 'bald'!



**Conversation:** The children will retell the story of Gráinne Mhaol and discuss its meaning

- Do you think this story has any importance in today's Ireland?
- Is there any lesson to be learned from this story?
- If this story was to take place in another country, would things be different?



**Activity:** The memory game

This game will allow the children to realise the difficulty of remembering very long stories and enable them to appreciate the act of storytelling as a complex skill.

- The children sit in a circle and the leader explains that they are all going on a shopping trip and everyone needs to remember all the things that are bought and the description of the items.
- The leader begins with the carrier phrase 'I went shopping and I bought a large hat'. The child on the right repeats the carrier phrase and the leader's item, as well as adding their own 'I went shopping and I bought a large hat and a sour apple'. And so on around the group.
- If a child cannot remember an item, have the child who said it originally tell them what it was.
- Discuss with the children strategies they might use to remember the items. These might include checking off the items on your fingers, looking at the person who said the item and associating the word with them, and repeating the items over in your head.

**Activity:** Sequence the story of Gráinne Mhaol in written or in pictorial form.

**Song:** 'Oró Sé Do Bheatha 'Bhaile'

Explore the tradition of Irish song as a medium for storytelling. Often stories were put to music in order to make the story easier to remember. This song tells the story of Gráinne Mhaol. Ask the children to think of other Irish songs that tell us a story.



**Project work:** Research their favourite Irish story and present their project to their peers.





### Taking stock:

- Is storytelling as important today as it was in the past? Why?
- Can you tell a story alone or do you need an audience?
- Can you think of ways storytellers might have remembered their stories?
- What would our world be like without stories?

### Resources:

- Story of Gráinne Mhaol on powerpoint
- Story: The Irish in Stories by Awakin.com Digital Publishing (online resource)
- Song: Oró sé do bheatha 'bhaile'
- Sequence worksheet
- Books of myths and legends
- Access to computers
- Project worksheets

### Linkage and Integration:

- **Arts** – Drawing/Paint and colour/Listening/song singing
- **English** – Oral language/Reading/Writing
- **Gaeilge** – sa bhaile
- **History** – Myths and legends
- **Geography** – People and places

## Goodness Me, Goodness You! Short Term Plan

**Strand:** My Stories

**Element:** My Spaces and Places

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

### Learning Outcome:

- Recall and discuss stories that originate in countries around the world and develop an appreciation for their cultural value

### Curriculum Links:

My Stories – My relationships, my life

Thinking Time - Emotions and Wellbeing

We are a CNS - Community and Citizenship , Respect

### Learning Experiences:

- Listen to a selection of stories from around the world.
- Discuss narratives from around the world and make connections between these narratives and their own experiences of the world.
- Share stories from countries the children’s families have come from or visited in order to celebrate the diversity that exists in their school community.

### Methodologies:

- Active learning
- Talk and Discussion
- Use of the environment
- Collaborative learning
- Skills through content
- ICT
- Story

### Lesson Outline

#### Conversation:



- Have you ever heard a story from another country?
- Why is it important to listen to stories from other countries?
- What can we learn from listening to the stories of others?
- How many countries are there in the world?
- Do you think that different countries have different stories to tell?

**Watch this:** [‘Tour of the World’](#)







**Story:** *A Time of Waiting: Stories from Around the World* by Clare West

**Plot summary:** These stories offer many different experiences. Some are strange, some are scary, some are sad and some are funny. Bookworms World Stories collect stories written in English from around the world. These stories are from Australia, Canada, India, Malaysia, Nigeria, Singapore, South Africa, and Trinidad.



**Activity:** Children ask their families to tell them a story from their country of origin. The children record these stories and recount them to their peers.



**Song:** '[I am the Earth](#)'



**Activity:** The countries alphabet game—children form three teams and must name a country for each letter of the alphabet. The winners of the game are the team that come up with the most countries.



**Project work:** The children choose a country that they are interested in and research a story that comes from that country. They share their research with their peers.



**Taking stock:**

- Is it important to hear stories from other countries? Why?
- What would the world be like if we did not share our stories? Would the world be different? How?

What have you learned from listening to stories from other countries?

**Resources:**

- PowerPoint presentation
- Story: *A Time of Waiting: Stories from Around the World* by Clare West
- Songs: 'I am the Earth' and 'Tour of the World'

**Linkage and Integration:**

- **Arts** – Drawing/Paint and colour/Listening/song singing

- **English** – Oral language/Reading/Writing
- **Gaeilge** – sa bhaile
- **History** – Myths and legends
- **Geography** – People and places