

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Values

Class: Junior and Senior
infants

Learning Outcome:

Formulate and analyse their own understanding of what is right and wrong and be aware of the effects their actions have on others.

Curriculum Links:

We are a CNS –respect, community and citizenship, Equality, rights and Responsibilities

My stories – My Spaces and Places

Thinking Time – Emotions and Wellbeing, Thinking and asking questions

Learning Experiences:

- Describe some of the choices/decisions they make on a daily basis
- Examine the consequences of some choices they make
- Describe their own concepts of good and bad choices

Methodologies:

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

Lesson Outline



Story: Read the story about Lewis and the choices he has to make every day



Conversation:

1. What did you choose to eat for breakfast this morning?
2. Did you choose what to wear today? What about your socks or shoes?!
3. Did you choose to play with someone in the yard today?
4. What other choices did you make?



Game: The teacher calls out a selection of simple choices for the children to make and the children choose whichever pleases them.

e.g "I want you to choose to . . .sit down or kneel down"

"Walk to the door or walk to teacher" etc.

Activity: The children draw a picture of the breakfast that they chose that morning or a different morning



Book: 'What if everybody did that?' by Ellen Javernick

Summary: If you drop just one soda can out the window, it's no big deal ... right? But what if everybody did that? What if everybody broke the rules ... and spoke during story time, didn't wash up, or splashed too much at the pool? Then the world would be a mess. But what if everybody obeyed the rules so that the world would become a better place?



Conversation: Discuss each of the decisions with the children in the story



Drama: As a class decide what the boy might have done instead of the decisions he made. The children act them out



Activity: The children sit in a circle with a red card and green card each. The teacher reads out some 'choices' that are familiar to the age group of the class and the children must decide whether it was a 'good choice' or bad choice and justify their answers with what the consequences might be

Taking Stock:

- Continue to discuss good and bad choices depending on scenarios in the classroom and school.
- What can help us to make proper choices?
- Who can help us to make good choices?
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Resources:

- Talking object
- Story of Lewis
- 'What if everybody did that?' by Ellen Javernick
- Drawing paper
- Pencils
- Red and green cards

Linkage and Integration:

- **SPHE** – Decision making
- **Arts** – Drawing/Paint and colour/Listening/performing in role
- **English** – Oral language/Reading/Writing

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Respect

Class: 1st and 2nd 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.

Curriculum Links:

We are a CNS –community and citizenship, Equality, rights and Responsibilities

My stories – My Spaces and Places

Thinking Time – Emotions and Wellbeing, Thinking and asking questions

Learning Experiences:

- To gain understanding of similarities and differences of what makes up our school community and experience respect
- Discussion about the community

Methodologies:

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

Lesson Outline



Discussion

- Brainstorm what community means
- Brainstorm and discuss what this means for our school
- Who are the people that are involved in the school community?
- How can we help these people to get to know one another?
- Discuss the similarities and differences of findings



Activity: Draw a scene of their community. They should include the people, places that are significant to them in their community

Activity: Find someone in the class with something the same as you and someone with something different



Discussion: What is your understanding of the word respect?

Respect: a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements / due regard (consideration/thought) for the feelings, wishes, or rights of others.



Design a “Looks like and Sounds Like” chart

E.g.: Respect looks like: taking turns, looking at someone while they are talking, sharing, helping, being kind

E.g.: Respect sounds like: “Please, thank you, excuse me, I agree, I disagree, Speaking clearly, kind, cheerful voice”

First: Mingle the pupils and practice the “Sounds like” list – shake hands etc, smile, wave and speak

Second: Split pupils into pairs: and demonstrate the “looks like” through mime or short drama

Discuss and reflect, pupils to try one or more action from the chart for the week ahead



Drama Activity: Feeling Respect / Responding to respect / Disrespect

Use similarities and differences of the classroom or other example scenarios to demonstrate:

- How does it make you feel when someone is respectful?
- How does it make you feel when someone is disrespectful?
- Sorting activity: Worksheet – cut and organize into respectful and disrespectful language
- Respectful language for lesson: I agree, I disagree, I understand what you said however I think that..,
- Respecting yourself: hygiene, language, relationships with family and friends, tidy bedroom, looking after yourself, following rules set
- Respecting people in your house: Helping, talking pleasantly, asking how they are, being tidy, following house rules
- Respecting people that you do not know: Manners, kind words, friendly, acceptance
- Think about a time when you were disrespectful and how you can improve on that
- Think about a time when you saw someone being disrespectful, how did you help or what could you do another time
- Choose one or more of these scenarios to discuss more in-depth

Activity: Create individual or paired acrostic Poem: Respect

Art Activity: Design a collaborative art piece allowing the child to design symbols to represent elements of themselves and join it together, share with other classes in the school / or at an assembly.



Song: We’re all in this together – High School Musical

<https://www.youtube.com/watch?v=gbrbUfYStOE>



Taking Stock:

- Discuss other ways of showing respect to people in our school.
- What does it feel like to be respected?

Resources:

- A1/A2 Chart sheet: Respect looks like / Sounds like
- Percussion Instruments
- Worksheet: How can I show respect
- We're all in this together – High School Musical
<https://www.youtube.com/watch?v=gbrbUfYStOE>

Linkage and Integration:

- SPHE – Myself and others
- Arts – Drawing/Paint and colour/Listening/Song singing/performing in role
- English – Oral language/Reading/Writing
- Geography – My locality

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Respect

Class: 3rd and 4th Class

Learning Outcome:

Respect, celebrate and value the diversity of the local community and construct practical ways to respect the diversity in the local community.

Curriculum Links:

We are a CNS –values, community and citizenship, Equality, rights and Responsibilities
My stories – My Spaces and Places, my relationships, my life
Thinking Time – Emotions and Wellbeing
Beliefs and Religions

Learning Experiences:

- Explore the origins of Diwali
- Listen to stories from the Hindu tradition and from members of the community
- Create a practical way of celebrating Diwali in the classroom

Methodologies:

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

Lesson Outline



Watch: The Story of Rama and Sita

<https://www.youtube.com/watch?v=OzSDtWZer14>



Conversation:

- What happened in the story of Rama and Sita?
- What was the message in the story do you think?
- DO you think this story really happened?
- Is this story similar to any myths or legends?
- Why do you think this is significant to Hindu people?



Activity: Design a comic strip of the story

Activity:

The children will be shown a number of images portraying the different ways in which Diwali is celebrated. The children must come up with a profile to describe the ways in which Diwali is celebrated.



Conversation:

- How do you think people celebrate?
- Can you make any links with the story?



Project: Research and find out more about Diwali. The children create a project detailing the history, traditions etc.

Activities:

Plan a class or school celebration of Diwali. This could be done over the course of a few weeks and parents can be invited to help in the celebrations. The preparation will be done with the children in the following ways:

- *Follow a simple recipe to make food*
- *Create decorations*
- *Source suitable music*
- *Create invitations for the party*
- *Invite speakers from the Hindu community to speak about the festival*



Taking Stock:

- Are the Diwali celebrations the same/different from your own celebrations?
- Are the preparations for the celebration different to preparation for Christmas?

Resources:

- Story of Rama and Sita
- Images of Diwali celebrations
- Resources needed for the practical celebration

Linkage and Integration:

- English - reading, writing and oral language
- Gaeilge – Mé Féin, sa bhaile, ocáidí speisialta
- Arts – drawing, colouring, construction
- SPHE – Myself and others,
- Geography – people in other places
- History – the history of Diwali

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Respect

Class: 5th and 6th Class

Learning Outcome:

Respect, celebrate and value the positive contributions of diversity in Irish society and examine the challenges of a diverse society and construct positive ways to overcome these challenges.

Curriculum Links:

We are a CNS –community and citizenship, Equality, rights and Responsibilities, values
My stories – My Spaces and Places, My life
Thinking Time – Emotions and Wellbeing

Learning Experiences:

- Explore the similarities and differences between people
- Respond to stereotypes in a critical way
- Explore the experiences of Travellers and/or Roma families through story and images

Methodologies:

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

Lesson Outline



Activity:

The children work in pairs to complete a think, pair, share about the concept of **home**. The children can write down some of the ideas they have about what home is.



Conversation:

- What does home mean?
- What is it like? What would you expect it to look like?
- What is the best thing about your home?



Activity:

Show the children a selection of images including historical photographs of Roma, Gypsy and Traveller homes and some of the home styles that the children have now. The children use an annotation board to list the similarities and differences in the home

****Many Traveller and Roma families also live in houses. This should be made clear as to avoid stereotyping**



Story: 'Yokki and the Parno Gry' by Richard O Neill

Summary: When a Traveller family experiences a run of bad luck, an imaginative boy called Yokki lifts their spirits with tales of a magical white horse. A traditional Traveller-family folk tale which inspires hope and celebrates creativity. Told by a Romani storyteller together with a picture book author to positively reflect Travelling cultures.



Conversation:

- What did you find unusual about the book?
- What happened in the story?
- Can you work out what some of the customs of travellers are from the book?
- Travellers have a language of their own called Cant, do you have your own language?



Songs: Selection of poems/songs from the book written in the Romani language at http://www.childs-play.com/teacher-zone/about_yokki_and_the_parno_gry.html

Watch: Gypsy, Traveller Young People CD (available from <https://www.gypsy-traveller.org/product/the-guide-to-gypsy-traveller-young-people/>)

The children should watch the section on UN Rights



Conversation:

- hands up who has ever been called a name/ who has called someone a name.

In pairs: Why do you think children do this?

- How does it feel?
- What can you do if it happens to you / if you see it happening to someone else?

Childre brainstorm what they could do.



Activity: Children work on posters telling others how to deal with situations if they hear name calling based on someones culture

Activity: Invite a member of the local travelling community or a speaker from Pavée Point to speak to the class about their experiences.



Project: The children can work in groups to research and design a project on the history and traditions of the Roma or Irish Traveller communities.



Taking Stock:

Discuss the ways in which people are given bad names because of the community they come from

- What lessons can we learn from the Traveller Stories?
- Can we treat all people from the same community in the same way?

Resources:

- Yokki and the Parno Gry' by Richard O Neill
- Images of houses
- Song sheet
- Gypsy, Traveller Young People CD (available from <https://www.gypsy-traveller.org/product/the-guide-to-gypsy-traveller-young-people/>)
- Project sheets
- Poster paper and pencils

Linkage and Integration:

- English - reading, writing and oral language
- Gaeilge – Mé Féin, sa bhaile
- Arts – drawing, colouring
- SPHE – rights and responsibilities
- Geography – people in other places