

Goodness Me, Goodness You! Short Term Plan

Strand: Beliefs and religions

Element: Special People and Places

Class: Junior/Senior Infants

Learning Outcome:

- Identify people who help them in their lives and examine why these people are important to them and important to others.

Curriculum Links:

My Stories – My life, My Relationships

We are a CNS –Community and Citizenship, Respect, values

Learning Experiences:

- Explore the people who are available to help us in our daily lives
- Listen to stories which deal with the theme of help and asking for help
- Explore the special people belonging to a range of belief backgrounds who help children and identify a special person who helps them

Methodologies:

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

Lesson Outline



Watch: Video about people helping (available on accompanying slideshow)

Play activity: The children can act as one of the helpers from the story and act out the scene



Story: 'I can help' by Mini Shrinivasan

Summary: This is a story about a girl who tries to help but sometimes it is not always welcomed.



Conversation:

- What was the girl helping with?
 - Who was the girl helping?
 - Did the adult like when she helped?
 - Was there anything that she could not do?
 - Do you think the girl needed help with anything herself?
- We have lots of people who can help us in our community. Have you ever asked for help?

Poem:

*Agatha Fry, she made a pie,
And Christopher John helped bake it.
Christopher John, he mowed the lawn,
And Agatha Fry helped rake it.
Zackary Zugg took out the rug,
And Jennifer Joy helped shake it.
And Jennifer Joy, she made a toy,
And Zachary Zugg helped break it!
And some kind of help
Is the kind of help
That's helping all about.
And some kind of help
Is the kind of help
We all can do without*

Story: 'Walking Together' by Louwrisa Blaauw

Summary: This is a story about two people help each other

- What was the hen doing to help the chick?
- The hat was helping someone out – who was it?
- What did the doctor do to help?
- Have you ever been helped by someone in the community?
- What did they help you to do?

Activity: Draw a picture of:
The chicken protecting her chick
The doctor helping the girl
The girl's mum helping the girl into bed

Others' helpers The children are introduced to the helpers of the GMGY characters (***This part of the lesson indicates the religious language input***)





Conversation:

- Who is Ali's special helper?
- What does Emmanuel's special person help him with?
- Why is it nice to have special people in our lives?
- Is there someone who is special to your family?



Family project: The family project sheet is sent home and the children look at some of the special people/helpers that their family have at home. The sheet is then returned to school and shared through a process of **inter-belief dialogue** (See support materials)

- Name a person that is special helper to you and your family.
- Why is this person special to you?
- Draw a picture of your special person.



Taking Stock:

- Why do we need people around to help us?
- Can you think of someone that might be a good influence on you?
- Would you like to be a helper to someone else?

Resources:

- Story 'I can Help'
- Story 'Walking together'
- Video of helpers
- Drawing paper
- 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: Special people and places

Class: 1st and 2nd Class

Learning Outcome:

- Outcome: Respect and interact with the special places of others while developing understanding of their own special places

Curriculum Links:

My Stories – My life, My Relationships, My spaces and places
We are a CNS –Community and Citizenship, Respect, values

Learning Experiences:

- Listen to and respond to the story of Jadav and Mrs. Penguin
- Talk about their own special place and compare and contrast to the special places of others
- Learn about the special places of people from a range of belief backgrounds

Methodologies:

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

Lesson Outline



Story: *Jadav and the Tree-place* (on accompanying presentation)

Plot summary: This is a story of a man called Jadav who finds a place to make special for himself. He later finds that the place that he has made special for himself can also be shared with others around him.



Conversation:

- How do tree places make Javad feel?
- Why did Javad not like the area beside the river?
- When he had finished making his special place, what happened?
- Why did Javad let the animals share his special place?
- What place would have been special to the . . .rhino? Lion? Birds?



Activity: The children pick a place from the tree-place to illustrate

Activity: The children write a few sentences about their favourite place in the tree-place



Story: *Mrs. Penguin's Perfect Palace* by Helen Brain and Celeste Beckerling

Summary: *Mrs Penguin's Perfect Palace* – The Penguins are trying to build a perfect palace for Mrs Penguin, but something keeps going wrong. Eventually persistence and team work pays off.



Conversation:

- What was the family trying to do?
- What kind of houses did they build?
- Was it an easy job? Explain.
- Do you think the castle was special? Why?
- Was it worth all the hard work, do you think?



Activity:

Draw a picture of a house that would be special for the penguin family



Each of the GMGY characters present the place that is special to them ***(This part of the lesson indicates the religious language input)***



Sample conversation:

- What was Allyah's special place? Why?
- Would you like to visit any of these special places? Why?
- Can you name any other special places that were mentioned?
- Are any of these places special to you too?



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 place that is special to you and your family.
- Why is this place special to you?
- When do you go to this special place?
- Draw a picture of your special place. Maybe you could bring a photo of it to school if your parents allow it.



Taking stock:

- Discuss the concept of places that are special and highlight that we can all have different special places.
- Are any of the special places similar?
- Are they special for similar reasons?

Resources:

- *Mrs. Penguins Perfect Palace*
- *Jadav and the Tree-place*
- Paper and pencils
- Family project sheet

Linkage and Integration:

- **Arts** – Drawing/Paint and colour/Listening/song singing
- **English** – Oral language/Reading/Writing
- **Geography** – People and places in other areas
- **SPHE** – myself and others