



Goodness Me! Goodness You!

Lesson Sample

Strand: Beliefs and Religions

Class Level: 3rd/4th Class

Element: Beliefs and Practices

Learning Outcome:

The children will be able to;

- Demonstrate an understanding of and respect for the connection between beliefs and lifestyle choices and examine how their beliefs affect the lifestyle choices they make.

Learning Experiences:

- Discuss what a code of conduct is and explore examples of these in their everyday lives.
- Define morality, moral choice and influences and examine these concepts in the context of the child's own experience.
- Explore some religious codes of conducts and discuss the impact these have on their own and others' lives.
- With the help of the family, decide the code by which they live and share this with their peers.

Lesson Sample



Conversation: What is a code of conduct?

A 'code of conduct' is a set of rules which tells us about how we should behave and treat others.

- Do you have a code of conduct in your school?
- Who decided on the rules that you must follow?
- Do we need rules in school? Why?
- Are there consequences if the rules are broken?



Story: 'Miss Nelson Is Missing' by Harry Allard and James Marshall

Plot Summary: The children in Miss Nelson's class will not follow the rules. One day Miss Nelson does not turn up for school and she is replaced by the terrible Miss Swamp. The children begin to miss their kind hearted teacher and decide to investigate her disappearance. When she returns to school their behaviour is very much improved.



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Activity:

- Choose which of your classroom rules you think is the most important rule and tell your partner why this is the most important one for you.
- If you could add one rule what would it be and why?
- Create a poster for the rule you would like to add and draw illustrations to show what would change if this rule was one of your classroom rules.
- Present your new rule poster to your class.



Song: The School Rule Song



Conversation: What is a law?

The law is a set of rules that a country follows in order to control the actions and behaviour of the people living in the country. The country may enforce penalties if the law is broken.

- Can you think of any Irish laws?
- Who enforces the law in Ireland?
- Why does a country need laws?



Watch This: Why do people have laws?

Watch this video and discuss the importance of laws.



Taking Stock: Why do people follow the law? Do people follow them;

- Because they are afraid to break them in case they get in trouble?
 - Because it's the right thing to do?
 - Because it makes them feel good?
 - Because someone told them they should?
 - Or
 - Are there other reasons people follow the law?
-
- What if there was one day each year when there would be no penalty for breaking the law...what do you think would happen?



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Conversation:

- What is morality?
 - Morality is knowing what is good and bad behavior and making choices based on this knowledge.
- What is a moral choice?
 - Moral choices are decisions about what is right and what is wrong.
- What is an influence?
 - Influences are somethings that affect the choices we make.
- What are the influences that affect our choices?
 - Feeling guilty
 - Fear of being caught
 - The laws of the country
 - Our instinct
 - Following Others
 - Obeying orders
 - Religion and Beliefs
 - Being a member of a group or association



Activity: The Moral Dilemma

The teacher reads three scenarios where a moral dilemma arises. The class must decide what the right thing to do in each situation is.



Conversation: What if I just don't know what is wrong or right?

Children do not always know what is wrong and what is right straight away. That is why we sometimes need help from the important people in our lives. Can you identify whom you could ask for help from one of these groups if you were unsure if something was wrong or right? (Your home, your school and your community)



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Teaching Time: Explore examples of religious codes of conduct from some religious traditions. (See PowerPoint)

- Islam – The Five Pillars of Islam
- Christianity – The Ten Commandments
- Judaism – The Mitzvoh
- Hinduism – The Five Constant Duties and The Five Daily Duties
- Buddhism – The Eightfold Path and The Five Precepts



Family Project – My Code of Conduct. The children complete a family project about the rules they follow in their lives. These rules can be religious or secular. The children present their project to their peers and discuss.



- Why do you think religions have codes of conduct or rules for their followers?
- Did the codes of conduct for the different religions have any similarities to each other?

Methodologies:

- Story time
- Music – Song Singing
- Whole Class Teaching
- Group Work
- Art
- Multimedia
- Talk, discussion and debate



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Resources:

- PowerPoint Presentation
- Story: 'Miss Nelson Is Missing'
- Song: 'The School Rules Song'
- Website: YouTube
- Family Project – My Code of Conduct Template

Linkage and Integration:

- **English:** To become fluent and explicit in communicating ideas and experiences.
- **Geography:** To learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others.
- **History:** To develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities.



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Lesson Sample

Strand: Beliefs and Religion

Class Level: 5th/ 6th Class

Element: Codes of Conduct

Learning Outcome: Identify and discuss examples of codes of conduct in their own lives and demonstrate an understanding of, and respect for, the codes of conduct that influence the way people live in a range of belief traditions.

Learning Experiences:

- Discuss what a code of conduct is and explore examples of these in their everyday lives.
- Define morality, moral choice and influences and examine these concepts in the context of the child's own experience.
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- With the help of the family, decide the code by which they live and share this with their peers.

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