



Goodness Me! Goodness You!

Lesson Sample

Strand: Beliefs and Religions

Class: 3rd/ 4th Class

Element: Special People and Places

Learning Outcome: Demonstrate an understanding of and respect for the special people who are associated with a range of belief traditions and develop an understanding of special people in their own lives.

Learning Experiences:

Conversation: People who are special to me

- Think about the people in your life who are special to you.
- Why are these people special to you?
- How do you show them that they are special?

Activity: Write a letter

- Write a letter to a person in your life who is special to you. The following sentence stems might help you:
 - In our class we have been talking about people who are special to us...
 - I chose you as a person who is important to me because...
 - You are my friend because...
 - You are nice because...
 - You make me happy when...
 - You have taught me...

Conversation: What makes a leader?

- What is a leader?
- Do you know any leaders in your school, your community, your country or from other parts of the world?
- What makes a person a good leader?
- Can anyone be a leader?

Watch This: Watch the video and decide who is the leader in each scenario. Are all the leaders the same? Do any of the leaders make mistakes?

Activity: This Is Me

- **Materials:** Poster board or construction paper, crayons, scissors, magazines, and newspapers
- **Description:** Having the confidence to lead is an important part of leadership. Draw a picture of yourself on the poster board or construction paper. Cut out pictures from the magazine or newspaper that best show who you are. The images might include your favourite foods and activities, pets, where you live, and whatever makes you special. After you create your poster, you can present it to the other children in your class.



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Story: A Special Leader – Mahatma Gandhi (<http://www.grandfathergandhi.com/educators-librarians>)

Watch This: A video about the life of Gandhi

Teaching Time: Most religions have central figures whose teachings and ways of life laid the foundation for that religion. We are going to explore the following people or figures:

- Islam – The Prophet Muhammad (peace be upon him)
- Christianity – Jesus
- Judaism – Moses
- Buddhism – The Buddha (Siddhartha Gautama)
- Hinduism – Lord Ganesha

Song: The Leader in Me

Activity: The Listener

- Split up into pairs and have each pair find somewhere to sit. One person in the pair is to be designated “The Listener”. As a leader it is important to be a good listener.
- “The Listeners” job is to listen to the other person talk about themselves and take notes. The person who is talking should be encouraged to talk about basic information such as where they are from, age, favourite activities etc. It is up to “The Listener” to listen carefully and note down this information. Once they’ve finished, the teacher asks “The Listener” to recall the information they have found out about their partner. The more they’ve listened, the more information they will have.

Activity: The Human Knot Game

- Children are split into groups (the larger the group the more challenging the task) and have put one hand out and hold someone else's hand. Once this is done, ask everyone to put their other hand out and hold someone else's hand. This should create a human knot. The goal is to figure out how to untangle and create a big circle, without releasing their grips. Assign a leader to help everyone get untangled.

The Family Project: With the help of your family complete the family project ‘Special People’. You can complete the project in relation to a religious or non-religious figure or person. Non-religious figures or persons could include; people you admire, humanitarians you have learned about, scientists, world leaders, etc.

Resources:

- PowerPoint
- GMY Journals
- Video clips
- Story: Grandfather Gandhi
- Song: The Leader In Me
- Art materials, magazines and newspapers



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Linkage and Integration:

- Geography – To engage in active exploration of local and other environments as an intrinsic element of learning.
- History – To learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment.
- SPHE – To appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.



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Lesson Sample

Strand: Beliefs and Religions

Class: 5th/ 6th Class

Element: Special People and Places

Learning Outcome: Identify and discuss places that are special in their own lives and demonstrate an understanding of the special places that are associated with a range of belief traditions.

Learning Experiences:

- Research and explore places of importance from around the world and discuss why these places are special to them.
- Identify places that hold a special meaning in the local and wider community, both religious and secular, and discuss their purpose and why they hold special meaning for certain people.

Lesson 1: Places That Are Special to Me

Lesson Sample



Song: [I Am the Earth \(YouTube\)](#)

Activity:

- Explore the map of the world.
- Ask the children to guess how many countries there are in the world.



Watch This: [Tour of the World \(YouTube\)](#)

Conversation:

- Which country is your favourite and why?
- What makes the place you picked special to you?
- Can you think of any special places in Ireland?
- Why are these places special?



Thinking Time:

- What makes a place special?



Journaling: “My Favourite Country” – children choose and research their favourite country. They create a project and present it to the class.



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Lesson 2: What makes a place special?

Lesson Sample

Watch This: [Newgrange](#) (National Geographic Video YouTube)



Teaching Time: PowerPoint about Newgrange



Thinking Time:

- Do you think Newgrange is a special place? Why?
- What makes a place special?
- Can you think of a special place in the local community?
- If a place is special to you is it special to everybody?



Extension Activity: Visit to Newgrange (allow for local adaption – school may choose a site that is close to the school and study that site instead)

Lesson 3: Exploration of Special Places in the World

Lesson Sample

Teaching Time: Introduce UNESCO World Heritage Sites.



Explain to the children that the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is a global organization with more than 190 member countries. UNESCO encourages the identification, protection, and preservation of cultural and natural sites around the world.

UNESCO has designated more than 900 places as having outstanding value to humanity, naming them World Heritage Sites.



Some of the sites have cultural significance, some have natural or environmental significance, and some are both cultural and natural.

UNESCO member countries commit to protecting these sites.



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Conversation:

- Why should we care about protecting cultural and natural sites?
- Have you ever visited a place that you think needs protection? Is that place cultural, natural, or both?
- What is meant by the term natural site?
- What is meant by the term cultural site?
 - Works of art, historic and ancient buildings or their ruins
 - Archaeological sites and artefacts (found on the land) and shipwrecks (underwater archaeological sites)
 - Sacred places, such as churches, mosques, temples, shrines, sanctuaries and cemeteries.
- Can you think of any sacred spaces in your area?
- Have you ever visited or seen a sacred space?



Watch This: [UNESCO World Heritage Sites Around the World](#)



Activity: Explore the UNESCO list of world heritage sites. Groups are given pictures of the UNESCO world heritage sites and asked to sort them into 2 categories:

1. Cultural
2. Natural

(http://media.education.nationalgeographic.com/assets/file/UNESCO_Cards_ALLCONTINENTS.pdf)



Journal: “A Place I would like to Visit” – Children pick their favourite UNESCO World Heritage Site and create a project about the chosen site.

Lesson 4: Exploration of Sacred Spaces in the World

The teacher may choose to explore one sacred place per week or examine them collectively.

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Conversation:



- Do you know what a sacred space is?
- Have you ever been to a sacred space? What was the name of the place? What do you do there?
- Have you seen any sacred spaces in your local community?



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Watch This: PowerPoint introducing the children to a Mosque, a Church, a Synagogue, a Temple, a Mandir and a Gurdwara



Conversation:

- Tell me something you liked about this sacred space.
- Do you think the space is important to the people who use it? Why?
- What is the purpose of the sacred space?
- Have you ever been to this type of sacred space?
- Is there one of these sacred spaces in our community?
- What did you find to be most interesting about this sacred space?



Thinking Time:

- Why are these places special?
- Are they special to everybody?
- Should everybody treat these places with respect or just the people who think they are special? Why?



Activity: Match the religion or belief to the sacred space.



Journaling: A Place That Is Special to Me – Ask the children to identify a place that is special to them. They can complete a project on the place they choose and present their findings to the class.



Extension Activities: Visit special places in your area. Ask the children to identify special areas in the locality and organise a visit to these places.

Resources:

- Pictures of UNESCO World Heritage Sites (National Geographic for Teachers)
- PowerPoint about each sacred space (YouTube)
- GMGY Journals
- Video clips – Tour of the World (YouTube) / Newgrange (YouTube)
- Song – I Am The Earth (YouTube)
- PowerPoint – Newgrange
- Family Project - A Place That Is Special to Me Template



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