

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking Time

Element: The Big Questions

Class: Junior and Senior
Infants

Learning Outcome:

- Create new and imaginative ideas and questions based on events relevant to their own lives

Curriculum Links:

My Stories – My relationships, my life,
Thinking Time – Emotions and Wellbeing
We are a CNS - Respect

Learning Experiences:

- Explore their experiences of making friends in school
- Questioning whether or not robots would make good friends

Methodologies:

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

Lesson Outline



Book: 'Tilly and Tank' by Jay Fleck

Summary: Tilly the elephant is taking her morning stroll when she notices something strange on the horizon. Is it another elephant? The newcomer has a trunk and tail, but he's a very curious shade of green. Tank, on the other hand, notices an odd-looking creature approaching. It has a barrel and a turret, like Tank, but is a curious shade of blue. Is it a new enemy tank? Tank's alarm sounds and he goes BOOM, scaring Tilly off. But when Tilly returns with a flower, Tank begins to understand that she might not be an enemy at all.



Conversation:

- Where did you meet your best friend?
- Is your friend in your class?
- How did you know you wanted to be friends?
- Do you think Tilly and Tank could be friends? Should they be friends?

Activity:

The children are asked to remember their questioning skills. They will work in pairs to think of one question about the book that confused them.

Watch this:

<https://www.youtube.com/watch?v=QdQL11uWWcl&feature=youtu.be>

This clip shows the development of a robot to act as a human

Conversation:

- What kinds of things can the robot do?
- What can the robot do that you can?
- What do you think the robot cannot do that you can?

Activity: The children design a robot of their own. They can colour or draw a robot.

**Conversation:**

The children sit in a circle and the teacher poses the statement:

- A robot would be a good friend

The children, using a speaking object, contribute their thoughts and questions about the statement.



The children engage in quiet time while listening to the quiet time music

**Taking Stock**

- Discuss the concept of friendship and what it means to different people.
- Would a human be able to do what a robot could?
- Would a robot do what a human does?

Resources:

- *'Tilly and Tank'* by Jay Fleck
- <https://www.youtube.com/watch?v=QdQL11uWWcl&feature=youtu.be>
- Drawing paper
- Pencils

Linkage and integration:

- **SPHE** – Myself and others
- **Arts** – Drawing/Paint and colour
- **English** – Oral language/reading
- **Gaeilge** – Mé Féin
- **Science**

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Strand: Thinking time

Element: The Big Questions

Class: 1st and 2nd class

Learning Outcome:

- Think imaginatively and critically in response to stories, images and other stimuli

Curriculum Links:

My Stories – My relationships, my life,

Thinking Time – Emotions and Wellbeing, Thinking and Asking Questions

We are a CNS - Respect, Values

Learning Experiences:

- Explore the concept of dreams through the lens of the chosen story
- Engage in alternative endings and interpretations of the book

Methodologies:

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

Lesson Outline

Activity:

Game: The children sit in a circle and are allocated a different fruit (either apple, banana, orange or pear) When their fruit is called, they must leave their chair and swap to another vacant chair.

Activity: The children in turn, while passing the talking object, tell the group about a dream that they have had.

Story: 'Where the Wild things are' by Maurice Sendak

Plot summary: Feeling misunderstood at home and at school, mischievous Max (Max Records) escapes to the land of the Wild Things, majestic -- and



sometimes fierce -- creatures. They allow Max to become their leader, and he promises to create a kingdom where everyone will be happy. However, Max soon finds that being king is not easy and that, even being with the Wild Things, there is something missing.



- What part of the story did you find most puzzling?
- What part did you like?



Quiet Time: The children are given some time to quietly think about questions that they might have about what puzzled them. They write/draw their questions. These can be added to the Philosophy Tree



Conversation:

- What questions do you have about the book?
- What are dreams?
- How do you know you are dreaming?

Group Discussions:

Give a group of pupils a statement each to discuss. These statements will be rotated after a period of time:

- You are dreaming now
- Dreams happen in the same place
- You don't know you are dreaming
- You don't remember your dreams
- You are asleep when you dream
- Everyone has dreams
- You can dream when you are awake
- You can decide about what you dream

Whole class discussion

The teacher will choose some of the questions the children came up with to discuss in the circle.

The children engage in quiet time while listening to the quiet time music





Taking Stock:

- Do we always have answers to our questions?
- Discuss the concept of dreaming and dreams with the class. The children can start to record their dreams in a diary for a period of time

Resources:

- Talking object
- *'Where the Wild Things are'*
- Paper to write questions
- Philosophy Tree

Linkage and Integration:

- SPHE – Myself and others
- English – Oral language/Reading/Writing/asking questions/debate
- Gaeilge – na ceisteanna
- Science – The body parts

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking Time

Element: The Big Questions

Class: 3rd and 4th class

Learning Outcome:

- Think critically and imaginatively in response to questions, debates and ideas the encounter in philosophical fables and stories

Curriculum Links:

My Stories – My Life

We are a CNS – Values, Respect

Thinking Time – Emotions and Wellbeing, Thinking and Asking Questions

Learning Experiences:

- Explore the concept of interdependence in relation to the Fable of ‘The Lion and the Mouse’ and the Ant and the Grasshopper
- Enter into philosophical discussion about the story moral
- Think, question and debate the ideas in the story

Methodologies:

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

Lesson Outline



Song: The Lion Sleeps Tonight



Conversation:

- What is a fable?
- Can you name any fables?
- What do they try to do?



Story: Aesop’s fable of the Lion and the Mouse

Summary: The lion is asleep in the middle of the jungle and a mouse runs over his paw by accident. The lion wakes up when he feels the mouse on his paw and threatens to eat the mouse. The mouse begs for his life, saying that if the lion will free him the mouse will return the favour one day. The lion laughs at the idea that the mouse will be able to do something for him, but decides to let him go. Some time passes, and the mouse hears the lion roaring in the jungle.

The mouse goes to see what has happened and finds the lion trapped in a net. The mouse sets to work chewing through the net and is able to free the lion.



Conversation:

- Have you ever been in a situation like that of the lion's at the start?
- What was the lion thinking at the time?
- Could he have done things differently?
- What would you have done at the end if you were the mouse?



Activity: Write an alternative ending to the story



Poem: The Ant and Grasshopper by Josie Whitehead

*The grasshopper, a cheerful chap, enjoyed the summer's sun.
He danced and played his violin and life was so much fun.
A little ant passed quietly by and dragged an ear of wheat.
His life was hard, his day was long and often far from sweet.*

*"Come on!" called out the grasshopper. "Enjoy this day with me.
There's music, dance and summer sun - and all of this is free!"
"I'm storing food for winter though," the ant called in reply.
"When winter comes, what will you eat if you don't put some by?"*

*The grasshopper just laughed and said: "The winter's far away.
Don't think about tomorrow now. Enjoy this lovely day."
The ant, though, didn't heed his words but went on with his toil.
He hauled the heavy ear of wheat across the woodland soil.*

*The autumn came and winter too. Gone was the summer's heat.
Poor grasshopper was in a plight with nothing there to eat.
He trudged up to the small ant's home and knocked upon his door.
"Oh please!" he cried. "Give me some food. You've plenty in your store."*

*The little ant said: "No, no, no! I've not enough for you.
Whilst I worked hard to store this food. Well, just what did you do?"
"I hope you've learnt a lesson though. You need to plan ahead,
And when those cold winds start to blow you'll know that you'll be fed."*

*The grasshopper returned back home. He now knew what he'd do:
"I'll not forget in summer's sun that winter follows, too."
"I'll follow in my wise friend's steps, and store some food ahead,"
But now he trudged home through the snow and, hungry, went to bed.*

Activity: Illustration of the poem



Story: The Ant and the Grasshopper

Summary: Retells the fable about a colony of industrious ants which busily prepares for the approaching winter while a grasshopper makes no plans for the cold weather to come.



Conversation:

- What happened here?
- Who was affected and in what way?
- How could things have been done differently?
- What is the message of this story?

Activity: The children devise a list of questions based on the story. One question can be chosen to debate.



Activity: Write about and illustrate a time when two people were dependent on each other for different things



The children engage in quiet time while listening to the quiet time music



Taking stock:

- Recap children's discussion
- What impact did this story have for us?
- Were there similar messages in both stories?
- How can these affect the way we think about things in our lives?

Resources:

- Talking object
- The Ant and the Grasshopper
- The poem
- The Lion and the Mouse
- Writing paper and pencils

Linkage and integration:

- **SPHE** – Myself and others
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language/Reading/Writing/asking questions/debate
- **Gaeilge** – na ceisteanna
- **Geography:** Interdependence

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking Time

Element: The Big Questions

Class: 5th and 6th class

Learning Outcome:

- Think critically and imaginatively about questions, stories, debates and ideas from the classical philosophical tradition

Curriculum Links:

Thinking Time – Thinking and asking questions, Emotions and Wellbeing

My Stories – My Life, my relationships

We are a CNS – Respect, values

Learning Experiences:

- Explore the philosophical story 'The Cave'.
- Discuss their interpretation of the story and the meaning they take from it.

Methodologies:

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

Lesson Outline

Story: 'Allegory of the Cave' by Plato



Plot summary: In the dialogue, Socrates asks Glaucon to imagine a cave, in which prisoners are kept. These prisoners have been in the cave since their childhood, and each of them is held there in a peculiar manner - they are all chained so that their legs and necks are immobile, forced to look at a wall in front of them. Behind the prisoners is a fire and between the fire and the prisoners is a raised walkway, on which people can walk.

Then Socrates offered a twist in the plot - what if one of the prisoners were to be freed and made to turn and look at the fire? The bright light would hurt his eyes, as accustomed as he was to the shadows, and even in turning back to the wall and its flickering images (which would be only natural), the prisoner couldn't help but notice that they weren't real at all, but only shadows of the real items on the walkway behind him.

Read the story to the children and ask them to make initial comments. Brainstorm these ideas.



Conversation:

- What is an allegory? A kind of story in which what happens is being compared to something else that is similar and unstated.
- What do you think the 'Allegory of the Cave' is being compared with?



Activity: Small-group discussions–discussion question sheets–choose a reporter to write down the group's responses and report back to class.

Group Discussion

Would you want to be released from the cave? Why or why not?

- What is like the cave in our world?
- How is the way you understand the world, your ideas and beliefs, shaped by the actions of others?
- Who has the power to shape your ideas and beliefs? In what ways is this good and in what ways is it not so good?
- Are there things you know to be true? What are they, and how do you know them?



Whole class discussion

- Reports from small groups.
- What is Plato trying to tell us in the allegory?
- Perception vs. reason – how can we know things about the world?

Watch this:

[The 'Allegory of the Cave' explained](#)
[The 'Allegory of the Cave' animated](#)



The children engage in quiet time while listening to the quiet time music



Taking Stock:

- Recap the children's discussion.
- Discuss pathways the argument/discussion could have taken. Children also participate more in plenary in Thinking time than is usual.



Resources:

- Story of Allegory of the Cave
- Videos
- Paper and pencils
- Quiet time music

Linkage and Integration:

- **SPHE** – All about me
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language/Reading/Writing
- **Gaeilge** – Mé Féin
- **Science** – Physical features
- **History** – Family stories