

## Goodness Me, Goodness You! Short Term Plan

**Strand:** Beliefs and religions

**Element:** Beliefs and Practices

**Class:** Junior/Senior Infants

### Learning Outcome:

- Identify practices that are connected to their own and others' beliefs.

### Curriculum Links:

My Stories – My life, My Relationships, My space and place

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

### Learning Experiences:

- Look at the routines of other people and identify their own routines
- Listen to the story about bath time
- Learn about the religious and non-religious routines of others and identify practices that are special to them and their family

### Methodologies:

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

### Lesson Outline



**Watch:** Video about daily routines (available on accompanying slideshow)



**Story:** *'Bath time for Chunnu and Munnu'* by Nyambura Kariuki

**Summary:** This is a story about the routines that Chunnu and Munnu follow between bath time and bedtime. It offers a lens through which the class can discuss their daily rituals



### Conversation:

- What is happening in the story?
- What kinds of things do Chunnu and Munnu do around bathtime?
- Do you like bath time?
- What happens before and after your bath/shower time?
- Does your family do something special during the day together?

**Activity:**

The children draw a picture of them eating dinner with the characters from the story

**Activity:**

Think, pair, share: What daily things do people have to do each day?



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

**Conversation:**

- What was Allyah's special practice? Why?
- Are any of these routines the same as yours?
- Would you like to try out any of these routines?
- Have you seen any of these things before?



**Family project:** The family project sheet is sent home and the children look at some of the special routines 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 piece of clothing, food or routine that is special to you and your family.
- Why is this special to you?
- Tell me all about it.
- Draw a picture of your to go along with your explanation.

**Taking Stock:**

- Chat with the class about the daily routines that exist even in school.
- Why are routines and practices special to people?
- Why is it important to learn about the practices of others?

**Resources:**

- Story 'Bath time for Chunnu and Munnu'
- Video of routines
- 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:** Beliefs and Practices

**Class:** 1<sup>st</sup> and 2<sup>nd</sup> Class

### Learning Outcome:

- Develop an understanding of rites and ceremonies that are important in their own lives and recognise and respect the rites and ceremonies of others.

### 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 Darryl and his choices
- Listen to and read the story of Jack and the beanstalk
- Explore how belief backgrounds can influence the choices we make and the choices of others

### Methodologies:

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

### Lesson Outline



**Story:** *Read through the choices that* (on accompanying presentation)

**Plot summary:** Darryl presents all of the occasions during the day where he makes a choice



### Conversation:

- What kinds of choices does Darryl make each day?
- Which choices are easy to make?
- Can you name any other easy choices?
- Why are some choices difficult to make?
- What decisions do you find difficult to make every day?



### Story: Jack and the Beanstalk

**Summary:** This is a story about a boy named Jack. During this story, he has a couple of different choices to make. You can decide whether he made the right or wrong choice.



### Conversation:

- What is happening in the story?
- What kinds of choices did Jack have to make?
- Were some of the choices easy/hard?
- Did Jack make choices that you did not agree with?
- Who was affected by each of Jack's choices?
- Can you think of a different way that the story might have ended?



### Activity:

The children draw a picture of one of Jack's choices. It can be a picture of a good or bad choice.

**Activity:** Think of a different ending for each of the pictures from the story (on accompanying slideshow)



**Story:** Read through the scenario that is presented and then through each of the suggestions from the GMGY Characters ***(This part of the lesson indicates the religious language input)***



### Sample conversation:

- What helped each of the children to make their decision?
- Why do you think rules exist in our country?
- Why do we have rules in our class?
- Why do you think lots of religions have their own rules and guides?



### 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.

- We have been learning that some people have rules or guidelines which can influence the choices they make. Talk to your family about how you make good choices.
- Also, talk about a good choice you made in your life and what helped you to make that choice.
- Soon you will share this project with your classmates and teacher



### Taking stock:

- Discuss the concept of good and bad choices with the class.
- Why do you think we need help in making such choices?
- Can you think of any occasions when you could have made a different choice?

### Resources:

- Lesson powerpoint
- Jack and the Beanstalk
- 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