

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community National School

Element: Community and Citizenship

Class: Junior and Senior Infants

Learning Outcome:

- Evaluate the positive contributions that friendship and community make in their lives

Curriculum Links:

My Stories – My relationships, my life

Thinking Time – Emotions and Wellbeing

Learning Experiences:

- Explore what it means to be a good friend through discussion of the topic of friendship.
- Examine the traits of a 'friendly' person

Methodologies:

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

Lesson Outline



Story: Friends are the Best by Maggie Tatter

Book Talk: Using a talking object and while sitting in the circle, the teacher will engage the children in book talk.



Activity: The children draw a picture of one of their friends doing something fun

Game: Learn a selection of playground games to play with friends on the yard



Song: 'You've got a friend in me' from 'Toy Story'

https://www.youtube.com/watch?v=EcXURC_nNhc



Brainstorm the idea of friendship

- What is a friend?
- What does it mean to be friendly?
- What does it mean to be unfriendly?



Activity: Draw a picture of how good friends make us feel and a picture of how unfriendly people make us feel.

Activity: Drama – Create freeze frames of the emotions we feel when we see our friends



Taking Stock

- Why do we need friendship?
- What does friendship look like?
- Why might it be important to surround ourselves with friends?

Resources:

- Talking object
- https://www.youtube.com/watch?v=EcXURC_nNhc
- Pencils
- 'Friends are the Best' by Maggie Tatter

Linkage and Integration:

- **SPHE** – Myself and others
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language/Reading/Writing
- **Gaeilge** – Mé Féin

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Community and
Citizenship

Class: 1st and 2nd class

Learning Outcome:

- Evaluate their role as a citizens in their school and local community and participate in activities which benefit the global community in a positive way

Curriculum Links:

My Stories – my spaces and places , My life

Thinking Time - Emotions and Wellbeing

We are a CNS – Equality, Rights and Responsibilities

Learning Experiences:

- Discuss the concept of animal rights in the context of the story 'Standing Up to Mr. O'
- Explore animal welfare groups that work in their local community

Methodologies:

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

Lesson Outline

Story: 'Standing Up to Mr. O' by Claudia Mills



Plot Summary: Maggie admires and likes her biology teacher, but she is against dissection and refuses to dissect a worm, declaring to the class that killing is wrong. Some of her classmates support her and some don't, and her best friend agrees with her but doesn't stand up to the teacher herself. Maggie finds that her principled stand also leads her to act in ways she later questions.



- Do animals have rights?
- If you do not feel comfortable doing something should you still do it?
- Are we always required to do what authorities tell us to do? When is it acceptable to say no?
- How do decide when something is wrong?
- Can we admire someone and at the same time think they're wrong about something?



Project Work: Identify animal welfare groups that work in the local community. Invite a representative from the organisation to speak to the class.

Organise a charity event to raise money for a local animal welfare organisation or the ISPCA.



Taking Stock:

Facilitate a feedback session on the project work.

- How did it feel to take part in the project?
- What did it mean to contribute to the local community?

Resources:

- Talking object
- Story: 'Standing Up to Mr. O' by Claudia Mills
- ISPCA Website

Linkage and Integration:

- **SPHE** – Myself and Others
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language/Reading/Writing
- **Gaeilge** – Mé Féin
- **Geography** – global citizens

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community National School **Element:** Community and Citizenship **Class:** 3rd and 4th class

Learning Outcome:

- Evaluate their role as a global citizen and participate in activities which benefit the global community in a positive way

Curriculum Links:

My Stories – My relationships, my spaces and places , My Life
We are a CNS – Equality. Rights and Responsibilities
Thinking Time – Emotions and Wellbeing

Learning Experiences:

- Explore the responsibility of global citizens towards refugees through engagement with the story 'Four Feet, Two Sandals'.
- Discuss how we can help people who have had to leave their homes because of immediate danger to their lives.

Methodologies:

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

Lesson Outline



Story: 'Four Feet, Two Sandals' by Karen Lynn Williams and Khadra Mohammed

Plot Summary: 'Four Feet, Two Sandals' tells the story of two girls, Lina and Feroza, and their families, who are living in a refugee camp in Pakistan, having fled the war in Afghanistan. The girls become friends when each finds one sandal from a matching pair. They decide to share the sandals, taking turns wearing them. The story describes the girls' lives in the camp, with long lines for water and the stressful wait for new homes.

Eventually, Lina's family receives permission to emigrate to the United States, and Feroza gives the sandals to Lina, saying, "You cannot go barefoot to America." As she is leaving, Lina gives the shoes back to Feroza, as Lina's mother has saved money to buy her shoes. Feroza then gives Lina one sandal to keep, noting that "it is good to remember."



Conversation:

- Why do people become refugees?
- Should all countries, that can provide safety, allow people escaping danger in another country to come to their country?
- Do countries have different responsibilities to their citizens than to other people around the world?
- Why do the girls decide to share the shoes?
- What makes Lina and Feroza friends?
- Can friendship help people to feel more at home when they have fled their homes? If so, how?



Watch This: UNICEF Meet one of the Syrian Refugee Children
(<https://www.youtube.com/watch?v=xpG3jLGGkvc>)

You may also watch the UNICEF Unfairytale Series on YouTube



Project Work: You might like to organise a fundraising event in your school or your local community to support UNICEF, a charity who works to help refugee children.



Song: Waving Flag K'naan (<https://www.youtube.com/watch?v=KsliaX58uLM>)

Journal: The child chooses one milestone which has influenced their life. They draw what they (or their family's) life was like before, draw the new event/milestone and then what they or their family were like afterwards. Share with the class

Taking stock:



- What events can happen to change a family's life?
- Who can be affected by these milestones?
- Are these milestones always positive?

Resources:

- Story: 'Four Feet, Two Sandals'
- YouTube Videos
- Song: Waving Flag K'naan

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
 - **Geography** – people in other places/interdependence
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Strand: We are a Community
National School

Element: Community and
Citizenship

Class: 5th and 6th Class

Learning Outcome:

- Examine the concept of active citizenship and analyse the positive contributions and change brought about by active citizens throughout the world

Curriculum Links:

We are a CNS – Values, respect, Equality, rights and responsibilities

Learning Experiences:

- Explore the definitions of active and passive citizenship
- Examine the role played by Martin Luther King Jr. as a citizen
- Research the active citizenship of others around the world

Methodologies:

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

Lesson Outline



Conversation: Introduce the work 'Citizen'. The children brainstorm what this might mean.

Citizen: an inhabitant of a particular town or city

The children will then work together to provide examples of what an 'active citizen' might do.



Story: *Be a King: Dr. Martin Luther King Jr.'s Dream and You Book by Carole Boston Weatherford*

Plot summary: Featuring a dual narrative of the key moments of Dr. King's life alongside a modern class as the students learn about him, Carole Weatherford's poetic text encapsulates the moments that readers today can reenact in their own lives. See a class of young students as they begin a school project inspired by Dr. Martin Luther King Jr. and learn to follow his example, as he dealt with adversity and never lost hope that a future of equality and justice would soon be a reality. As times change, Dr. King's

example remains, encouraging a new generation of children to take charge and change the world . . . to be a King.

Watch: <https://www.youtube.com/watch?v=3vDWWy4CMhE> 'I have a Dream'



Conversation:

- Can you retell what happened in the story?
- What kind of a citizen was Martin Luther King Jr.?
- How did he show himself to be active?
- How has that had an effect on the world?



Project: The children research a variety of other active citizens in the world

- Bono
- Ali Heuson
- Bob Geldof
- Rosa Parks
- Ghandi
- Etc.

Present the projects to the class detailing how their contributions made/make the world a better place.

Extension: Plan to be an active citizen in your local community. Start a fundraising drive, help out at a local retirement home, create gifts for homeless children etc.



Taking Stock:

- How are active and passive citizens different?
- Which is an easier citizen to be?
- How can small changes change the world in big ways?

Resources:

- Materials for project work
- Computer access
- Youtube audio of I have a Dream speech
- Be a King: Dr. Martin Luther King Jr.'s Dream and You Book by Carole Boston Weatherford

Linkage and Integration:

- English - reading, writing and oral language
- Arts – drawing, colouring
- SPHE – rights and responsibilities/ environmental care
- History – Historical figures