

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking Time

Element: Emotions and Wellbeing

Class: Junior/Senior Infants

Learning Outcome:

- Become aware of the importance of emotional expression for the self and others

Curriculum Links:

My Stories – My life, My Relationships

Learning Experiences:

- Listen to the story and examine the causes of various emotions
- Engage in conversation about the importance of emotional expression

Methodologies:

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

Lesson Outline



Activity: The children will be given pictures of all of the various emotions from the story. They work in pairs/groups to sort them into feelings that are nice and feelings that are not so nice



Story: *On Monday when it Rained* by Cherryl Kachenmeister

Plot summary: The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely).



Conversation:

- What kind of emotions did the boy feel?
- Have you ever felt . . . ?
- What actions did you do when you felt . . . ?
- Did you ever find it hard to let your feelings out?



Activity: The children choose one of the emotions and draw a picture of a time when they felt like that. Make a “feelings” collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc., or make a mural

of things that make them feel disappointed, proud, embarrassed, scared, angry, excited and lonely



Poem: The poem is read to the children

Butterflies

*Graceful petite creatures floating up high,
Fluttering and rippling,
Carelessly soaring on by*

*Strange little feelings bottled up inside,
Shivering and quivering,
Searching for some way to fly.*



Drama: As the teacher reads the poem, the children use their hands to create the butterflies in their tummies



Conversation:

- Has it ever felt like there was butterflies in your stomach?
- Why do you think you might feel like this?
- Feelings are a bit like butterflies, it is good to let the butterflies escape – not too quickly. Try not to bottle them up.



Activity: The children design a butterfly. This can be done using paint and printing to create a symmetrical butterfly.

The children draw a picture of a feeling they sometimes bottle up inside that might be bad to do (worksheet with bottle outline). Alternatively create a large class bottle with all of the drawings inside



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



Taking Stock:

- What emotions are good to feel?
- Which ones are not?
- Why is it important to let our emotions out in a safe way?
- What might look like in a safe way?

Resources:

- On Monday When it Rained
- Poem – Butterflies

- Paper and worksheets
- pencils

Linkage and Integration:

- English - writing and oral language
- Gaeilge – Mé Féin, mothúcháin
- Arts –drawing, colouring, paint and colour
- SPHE – Myself and others

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking Time

Element: Emotions and Wellbeing

Class: 1st and 2nd class

Learning Outcome:

- Become aware of their personal characteristics in building and maintaining positive self-worth and self-esteem.

Curriculum Links:

My Stories – My relationships, my life,
We are a CNS - Respect, values

Learning Experiences:

- Build a sense of their strengths and their personal characteristics through song
- Devise a list of characteristics and listen to those of others
- Engage on quiet time for personal reflection

Methodologies:

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

Lesson Outline



Song: 'This is Me' by Keala Settle <https://www.youtube.com/watch?v=CjxugyZCfuw>



Conversation:

- What do you think the singer is talking about?
- What message is she trying to convey?
- What do you think her strengths are?
- Does she seem to be confident about her strengths?



Activity: The children identify one thing that they are good at and illustrate it. They can choose to share it with the rest of the class.

**Conversation:**

The children sit in a circle and in turn finish the sentence 'I am good at . . . '

**Activity:**

The children write about one skill that they would like to learn in the future that they cannot currently do.



Story: Read the story of Aimee from

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pd_mu/livinglearningtogether/year3/yr3_unit1.pdf

Summary: Aimee had always wanted to learn to dance but she didn't really know if she would be good at it or not. She was very good at her schoolwork, but she wasn't very fast at running and she never won anything at sport's day.

**Conversation:**

- What happened to Aimee when she began to learn to dance?
- In what other places do children make mistakes?
- Is it ok to make a mistake?
- What is the best thing to do when you make a mistake?
- What is the best thing to do if you are trying to learn something new and you are stuck?



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

**Taking Stock**

- Discuss strengths and weakness with the children and how we cannot always expect to be good at everything
- What can we do to make sure we try our best?
- If we feel we need to improve at something, what could we do?

Resources:

- 'This is Me' by Keale Settle
- **Aimee's Story**
- **Drawing pages**
- **Pencils and colours**

Linkage and integration:

- **SPHE** – Myself
- **Arts** – Drawing/Paint and colour/Song singing
- **English** – Oral language/reading
- **Gaeilge** – Mé Féin, Caitheamh aimsire

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking time

Element: Emotions and Wellbeing

Class: 3rd and 4th class

Learning Outcome:

- Develop an appreciation of their own wellbeing and examine personal characteristics that may impinge on their wellbeing

Curriculum Links:

My Stories – My relationships, my life, my spaces and places

Thinking Time – Thinking and asking questions

We are a CNS - Respect

Learning Experiences:

- Explore the concept of emotion through engagement with the story 'The Man Who Kept His Heart in a Bucket'.
- Discuss why it is important to express our emotions.
- Examine how their own characteristic impinge on their emotions and wellbeing

Methodologies:

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

Lesson Outline



Story: 'The Man Who Kept His Heart in a Bucket' by Sonia Levitin

Plot summary: Jack, who once had his heart broken, keeps his heart in a bucket so that he can focus on his work. This protects him from being hurt again, but it also means that he feels no joy or deep emotion.



Conversation:

- Jack has real experiences, but doesn't feel anything. Is an experience real if you cannot feel it?
- Jack is breathing and working and eating and sleeping, but he is feeling nothing. Why does his situation seem so sad to us?
- Why are our feelings important?
- Do our feelings make us act differently sometimes?
- What would it be like to not feel anything?

- Is it important to let people know how you are feeling? Why?



Activities Children write about a time when they felt very happy.



Song: [‘Can’t Stop the Feeling’](#)

Poetry: ‘Smile’ by Matthew Sweeney

*Smile, go on, smile!
Anyone would think, to
look at you, that your cat
was on the barbecue or
your best friend had died.
Go on, curve your mouth.
Take a look at that
beggar, or that one-
legged bus conductor.
Where’s your cross? Smile,
slap your thigh.
Hiccup, make a horse
noise, lollop through the
house, fizz up your coffee.
Take down your guitar
from its air-shelf and play
imaginary reggae out
through the open door.
And smile, remember,
smile, give those teeth
some sun, grin at
everyone, do it now, go
on, SMILE!*



Conversation about questions:

The teacher and students discuss some of the things that help them to express their emotions . The discussion can then turn to things/occasions/situations which stop them from expressing their emotions



Bucket activity: The children draw a picture of their heart in a bucket. Around it they list aspects of their own lives which stop them from expressing their emotions (e.g. they may not want to show upset in front of friends etc).

Extension: The children can list things inside the bucket that would help with expressing their emotions.

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



Taking Stock:

- Have a daily discussion about their buckets and whether they would like to empty them.
- What is the importance of expressing yourself appropriately?

Resources:

- Talking object
- Story: 'The Man Who Kept His Heart in a Bucket' by Sonia Levitin
- Song: 'Can't Stop the Feeling'
- Poem: Smile
- Heart worksheets

Linkage and Integration:

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

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking Time

Element: Emotions and Wellbeing

Class: 5th and 6th class

Learning Outcome:

- Critically evaluate the effects of external influences on wellbeing and examine the importance of nurturing resilience

Curriculum Links:

My stories – My life, my relationships

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

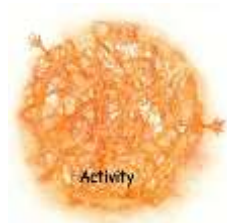
Learning Experiences:

- Examine the influences of various social media platforms
- Explore the positive and negative influences that these can have
- Identify ways to evaluate the influences and how to cope with them

Methodologies:

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

Lesson Outline



Game activity: Display the icons of some well-known social media platforms. The children must work against the clock to try to identify all of the symbols. The children may work in groups if they wish - Facebook, Twitter, LinkedIn, Pinterest, Instagram, Tumblr, Vine, YouTube, Kik & Snapchat

Extension: The children create a questionnaire and ask the other children in the class which social media platform they are signed to. The children can then create a bar chart to show the results.



Conversation:

- Which platform is most popular?
- Why do you think that is?
- Why do you use S.M?
- What ways do you use it?
- Which one do you prefer? Why?
- Do you ever have any problems when using them?



Activity: The children list people that can be influences to them and how they influence them.

<https://www.youtube.com/watch?v=0EFHbruKEmw>



Conversation:

- This shows a long line of people influencing others. How would you describe the influences?
- Were any of the Instagram pictures genuine?
- Which ones were just for show?
- How do you think that affected the person sharing the picture?
- How did that affect the people viewing the picture?
- How do people/things influence us?
- How do I influence others?
- In what way would the influences in my life have been different five years ago?



Activity: The children will be presented with an Instagram post (imaginary). The children must work to write down what is going on in the picture, how it makes them feel.

The teacher will then share the true story behind the picture.



Conversation: (Circle) *How can we learn to cope with the amounts of influences that social media has on us?*

Debate: "You can't just live your life in the moment, you have to document every moment of it"



Brainstorming:

Brainstorm the ways in which social media could be used as a positive influence. Create an Instagram post which would be a good influence



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



Taking Stock:

SOCIAL MEDIA USAGE STATISTICS

802 Million people log onto Facebook daily

The average teen has 300+ Facebook 'friends'

300 millions photos are uploaded to Facebook daily

40 millions photos are uploaded to Instagram daily

1 Billion 'likes' occur on Instagram daily

51% of high school students use Instagram daily

42% of teens use Instagram on a mobile device

400 million 'snaps' are sent per day

71% of Snapchat users are under 25 years of age

46% of North American high school students use Snapchat daily

70% of Snapchat users are female

125,000 new users register for Tumblr daily

28% of teens access Tumblr on a mobile device

89 million posts are uploaded to Tumblr daily

64% of teens with Twitter say that their tweets are public

500 million tweets are sent per day

78% of Twitter's active users are on mobile

On average, there are 4 Billion video views on YouTube daily

100 hours of video are uploaded to YouTube every minute

Mobile makes up almost 40% of YouTube's watch time

Resources:

- Images of SM symbols
- Questionnaire sheets
- Youtube clip
- Paper and writing equipment

Linkage and Integration:

- English - writing and oral language
- Gaeilge – Mé Féin,
- Arts – drawing, colouring
- SPHE – internet safety
- Geography – people in other places
- ICT

