

Goodness Me, Goodness You! Short Term Plan

Strand: My Stories

Element: My Life

Class: Junior and Senior
Infants

Learning Outcome:

- Identify and analyse their personal attributes and recognise the value of these attributes

Curriculum Links:

My Stories – My relationships

Learning Experiences:

- Hicklety Picklety Bumblebee song for names
- Mirror activity for looking at physical features
- Responding to the story 'Giraffes Can't Dance'

Methodologies:

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

Lesson Outline



Activity:

Hicklety Picklety Bumblebee - the teacher chants the song and each child in turn

Hicklety picklety bumblebee

Who can say their name for me?

Allison! (loudly)

Allison. (whispered)

All-i-son. (mouthed without vocalizing)



Conversation: The teacher leads a conversation with the class using a speaking object about their names.

Sample:

1. Do you like your name? Why?
2. Do you know other people with your name?
3. If you could pick a different name, what would it be?

Do you know why you were called that name?

Activity: Children trace/colour their names (prepared by teacher)



Song: 'Eyes, Nose, Mouth, Ears' Song



Discussion: Using a photo of a celebrity or a picture of when they were small, the class work together to describe the physical features of the photograph



Activity: Each child holds a mirror and tells their partner about their own Eyes, Nose, Mouth and Ears



1. -Can you see what colour your eyes are?
2. -Can you see any freckles?
3. -What colour is your hair?

Circle activity: Each child shares one piece of information about their physical features and then one piece about their neighbour. They are encouraged to use nice words and phrases.



Conversation: The teacher leads a conversation with the class about their physical attributes.

1. What colour eyes do you have? Do you like this colour?
2. If you could change your hair to a crazy hair style, what would you do?
3. Do you know anybody else who has the same colour. . . . as you?
4. Do you know anyone else who has a different colour?



Story: Giraffes Can't Dance

Summary: Gerald the giraffe longs to dance, but his legs are too skinny and his neck is too long. At the Jungle Dance, the warthogs waltz, the chimps cha-cha, and the lions tango. "Giraffes can't dance," they all jeer when it's Gerald's turn to prance. But with some sound advice from a wise cricket, Gerald starts swaying to his own sweet tune.



Conversation:

- Describe what happened when Gerald tried to dance? Why did he have those problems?
- Why did he want to dance?
- How did Gerald feel when he first arrived at the dance? Why did he feel that way?
- When have you felt like Gerald - wanting to do something that EVERYONE else could do and you weren't very good at it?
- Do you like to dance? Why/Why not?

- Gerald's legs helped him to be a good dancer, do you have anything special about you that makes you good at something?

Resources:

- Talking object
- Songs (available on YouTube)
- 'Giraffes Can't Dance' by Giles Andrea and Guy-Parker Rees (Also available on Youtube)
- Name templates
- Drawing paper
- Pencils

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

Goodness Me, Goodness You! Short Term Plan

Strand: My Stories

Element: My Life

Class: 1st and 2nd class

Learning Outcome:

- Identify and share some of their personal achievements and recognise the value of these in their lives.

Curriculum Links:

My Stories – my spaces and places

Thinking Time - Emotions and Wellbeing

Learning Experiences:

- Listen to the story 'Courtney' by John Burningham
- Discuss some of the achievements of the main character
- Brainstorm and select their own personal achievements and state how they impacted on their lives

Methodologies:

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

Lesson Outline



Game

The children are given the word 'Achievement' on a page and must think of a positive adjective beginning with each letter e.g. A for Active, C for Creative, H for Honest etc.



The children use the talking object to choose one positive adjective about themselves. The talking object would then be used to share ideas about what the word 'Achievement' means. The teacher can record the answers on a flipchart.



The teacher reads 'Courtney'

Summary: Courtney is the dog that nobody wants, but the children think he's lovely. When they take him home, their parents are very disappointed—he's just an old mongrel. But Courtney turns out to be a wonder-dog who can cook, juggle, and even play the violin. It teaches children to celebrate the small achievements.



Conversation:

Sample conversation:

1. What did the family think of Courtney at the start?
2. What kinds of talents did the dog show off?
3. Do you think these are big or small achievements?
4. What do you think the message of the story is?
5. Did Courtney's achievements affect her?



Activity: Draw one of Courtney's achievements

Activity: The children create freeze frames of some of Courtney's achievements

Activity: Write a short story about 'Courtney'. However, in the children's new version Courtney will achieve one of their personal achievements.



Taking Stock:

The children use think, pair share to identify one personal achievement. They must also identify one way which this achievement affected their lives (e.g. emotionally – made them more confident etc.)

Resources:

- Talking object
- 'Courtney' by John Burningham
- Writing paper and pencils
- Song: I'm on top of the World

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
- **History** – Family stories

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Strand: My Stories

Element: My Life

Class: 3rd and 4th class

Learning Outcome:

- Discuss some of the major milestones/events in their family/community and evaluate the influences of these events

Curriculum Links:

My Stories – My relationships, my spaces and places
Community and Citizenship
Emotions and Wellbeing

Learning Experiences:

- Engage in talk about their family type (brothers, sisters etc)
- Watch videos of people talking about being an only child
- Listen to the story of 'Boss Baby' and engage in book talk
- Discuss the changes that some life events can make in their family

Methodologies:

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

Lesson Outline

Watch this: <https://www.youtube.com/watch?v=5G88jB2g4ho>



Conversation:

- What were named as being the positives/negatives of being an only child?
- Would you have liked to be an only child?
- Would you have liked to have more siblings?
- What was it like to be an only child and then suddenly have a younger brother or sister?



Story: 'The Boss Baby' by Marla Frazee

Plot Summary: Things are going quite well in this small family until a new arrival changes everything. From the beginning, the new baby is demanding and creates massive changes for this family. How will the family cope with this big change in their lives?



Conversation:

- What kind of changes have happened in this family since the new baby arrived?
- Why do you think these changes had such an affect?
- Who do you think the changes affected more?
- Do you think the arrival of a new baby can change people in a family? How?
- What kinds of new responsibilities might you/mam/dad have?
- How might it affect the way you talk/interact with people?



Activity: Draw/write a before and after of the life of the family in the story 'The Boss Baby'

Activity: The children will engage in role play/freeze frames based on images from the story 'The Boss Baby'



Video: A clip from the movie 'The Boss Baby'

<https://www.youtube.com/watch?v=5G88jB2g4ho>



Brainstorm: Children work in pairs and groups to list events/milestones in family life that could change the way things 'normally' are. Examples might include a new pet, new baby, moving house, new next door neighbours, new job for parents, grandma moving in etc.

Activity: Rank 'milestone cards' in order of ones which may have the biggest effect/smallest effect on them. Debate as a class why cards were placed in certain positions.



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:

- Youtube videos
- 'The Boss Baby' by Marla Frazee
- Milestone cards
- Pencil and paper
- My family's milestone worksheet

Linkage and Integration:

- **SPHE** – All about me
- **Arts** – Drawing/Paint and colour/Listening/ performing in role
- **English** – Oral language/Reading/Writing
- **Gaeilge** – Mé Féin
- **History** – Family stories/family trees/timelines
- **Geography** – sequencing life events

Goodness Me, Goodness You! Short Term Plan

Strand: My Stories

Element: My Life

Class: 5th and 6th class

Learning Outcome:

- Describe and discuss the stories of international events and examine the impacts on lives of the people in those areas

Curriculum Links:

My Stories – My relationships, my spaces and places

Emotions and Wellbeing

Equality, rights and responsibilities

Learning Experiences:

- Explore the story of Malala Yousafzai
- Explore the international event in Pakistan: Girls banned from education
- Discuss the difficulties she and girls in Pakistan faced
- Explore the impacts of these rules on the population of Pakistan at that time

Methodologies:

- Active learning
- Talk and Discussion
- Use of the environment
- Collaborative learning
- Skills through content
- ICT

Lesson Outline



Story: *For the Right to Learn* by Rebecca Langston-George

Story summary: She grew up in a world where women were supposed to be quiet. But Malala Yousafzai refused to be silent. She defied the Taliban's rules, spoke out for education for every girl, and was almost killed for her beliefs. This powerful true story of how one brave girl named Malala changed the world proves that one person really can make a difference.



Conversation:

- What problems were faced by Malala and other girls in the story?
- How did that affect the children in Pakistan?
- Do you think that was fair?
- What might have happened if people did not speak up?

**Sample activities:**

- Summarise the story of Malala
- Design a poster to support Malala's cause
- Design a picture of two scenarios: 1 – where things continued without intervention, 2 – what life was like after Malala spoke up

Activity:

In groups, the children will examine two words **conflict** and **pollution**. They will determine ways in which education can overcome these. They will then feedback to the class.

**Conversation:**

- Why do you think education is so important?
- Why do you think banning education in Pakistan for girls would have been very negative?
- What would a lack of education have meant for girls and others in that part of the world?

Debate:

"Education is the most powerful weapon which you can use to change the world" (Nelson Mandela). The children work on opposing sides to debate this statement.

**Activity:**

The children will create banners to highlight the difficulties of young girls in Pakistan and the effects it is having on girls in the region.

**Taking stock:**

- How might these events have affected the children in Pakistan?
- What difficulties do people face when they try to protest in these parts of the world?
- What do you think life is like there now?

Extension activity:

- The children may wish to research more information about the physical and political climate of Pakistan

**Resources:**

- Book 'For the Right to Learn' by Rebecca Langston-George
- Paper and pencils
- Information books about Pakistan
- Access to ICT

Linkage and Integration:

- **SPHE** – Myself and others
- **Arts** – Drawing/Paint and colour/Listening

- **English** – Oral language/Reading/Writing
- **History** – Stories, historical figures
- **Geography** – People in other places