

Goodness Me, Goodness You! Short Term Plan

Strand: My Stories

Element: My Relationships

Class: Junior and Senior
Infants

Learning Outcome:

- Share their personal narrative and compare this with the narratives of others to recognise what makes them unique

Curriculum Links:

My Stories – My life, My Spaces and Places

Learning Experiences:

- Listen to the story and examine features that are unique/special
- Engage in book talk
- Present a personal narrative of themselves in picture
- Engage in pair talk to compare their narrative with their peers

Methodologies:

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

Lesson Outline



Story: *I Like Myself* by Karen Beaumont (available <https://www.youtube.com/watch?v=J6liHdYi-3U>)

Plot summary: This book contains the personal narrative of a girl who lists all of the things that she likes about herself. It is a great way to identify personal features which are unique to them.



Conversation:

- Can you remember some of the things that the girl like about herself?
- Are all of the special things ones which we can see?
- Which was your favourite?

What do you like about yourself?



Song: 'What I am' from Sesame Street
(<https://www.youtube.com/watch?v=cyVzjoj96vs>)



Activity: The children choose one thing that they like about themselves that they think is special. Share this with their partner/group and state why they think this is special



Story: Who's in My Family?: All About Our Families by Robie H. Harris



Conversation:

- What kind of things did those families like to do together?
- Who is in your family?
- What kind of things do you like to do with your family?



Activity: The children can draw a picture of their own family. They can then compare their own family with those around them. What is the same, what is different.



Project: The children could create a book cover entitled 'My Story' and put with their 2 sheets from the lesson to create a book of themselves. This could be added to throughout the year. It could also include photos of when they were born, special occasions etc.



Taking Stock:

- What makes us unique?
- What is special about me and my family?
- What is my life story so far?

Resources:

- Story 'I like Myself'
- Story: 'Who's in my family?'
- Writing sheets and project paper
- Pencils and colours
- Song 'What I am'

Linkage and Integration:

- English - writing and oral language
- Gaeilge – Mé Féin, sa bhaile
- Arts – singing, drawing, colouring
- History – Family Tree
- Science – the body parts

Goodness Me, Goodness You! Short Term Plan

Strand: My Stories

Element: My Relationships

Class: 1st and 2nd class

Learning Outcome:

- Share the personal narratives of their family or community members and recognise their own value as part of that family unit

Curriculum Links:

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

Learning Experiences:

- Listen to the story of 'Grandpa Green'
- Gather information about a family member or community member
- Create a biographical narrative about the chosen person

Methodologies:

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

Lesson Outline



Story: *Grandpa Green* by Lane Smith

Plot summary: The story of a great-grandfather's life is told through the topiary that he creates in this whimsical but touching book, which covers a lot of personal and collective history. "He was born a really long time ago. . . ." begins the book

This is also available on <https://www.youtube.com/watch?v=4orKHAmc2wM>



Conversation:

- What was this story about?
- Can you remember some of the tales from Grandpa growing up?
- What did Grandpa like to do?



Activity: Choose one part of Grandpa's life to illustrate



Project: The children choose one person from the community or from their family to interview about their personal narrative. They can choose a timeline or just one particular narrative from the person's life **which includes the child themselves**

The children will write a narrative piece about the chosen person based on the interview questions.



Taking Stock:

- Why is it important to listen to stories of people around us?
- How have you played an important part in their life story?



Extension: Create a book of short stories from the person's life

Engage in drama activities in which the children re-enact some of the stories from the interviewees

Resources:

- Book Grandpa Green
- Writing pages
- Interview sheet
- Pencils and writing equipment

Linkage and Integration:

- English - writing and oral language
- Gaeilge – sa bhaile
- SPHE – Myself and others
- History –story
- Art – creating drawings

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Strand: My Stories

Element: My Relationships

Class: 3rd and 4th class

Learning Outcome:

- Share the personal narratives of their family or community members and recognise their own value as part of that family unit

Curriculum Links:

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

Learning Experiences:

- Listen to the story of 'Grandpa Green'
- Gather information about a family member or community member
- Create a biographical narrative about the chosen person

Methodologies:

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

Lesson Outline

Watch this: ['Nelson Mandela: Mini Biography'](#)



Conversation:



- What does it mean to be inspired?
- Is there a person who inspires you? Who? And why?
- How could you inspire others?
- What would you hope to inspire others to do?
- Is it important to know the stories of other people? Why?

Story: *Nelson Mandela* by Kadir Nelson



Plot summary: One day when Nelson Mandela was nine years old, his father died and he was sent from his village to a school far away from home, to another part of South Africa. In Johannesburg, the country's capital, Mandela saw fellow Africans who were poor and powerless. He

decided then that he would work to protect them. When the government began to keep people apart based on the colour of their skin, Mandela spoke out against the law and vowed to fight hard in order to make his country a place that belonged to all South Africans. Kadir Nelson tells the story of Mandela, a global icon, in poignant verse and glorious illustrations. It is the story of a young boy's determination to change South Africa and of the struggles of a man who eventually became the president of his country by believing in equality for people of all colours. Readers will be inspired by Mandela's triumph and his lifelong quest to create a more just world.



Conversation:

- Do you think Nelson Mandela was an inspiring person? Why?
- Is it important that people know Nelson Mandela's story? Why?
- What did you learn from listening to Nelson Mandela's story?



Song: ['Equality Is Coming Around'](#)



Activity: Visit the BBC Primary History site for Nelson Mandela and choose from a range of videos and activities.

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/nelson_mandela/



Project work: Character study. Complete a character study on Nelson Mandela. Explore his character traits, his motivations and the message he carried.



Taking stock:

- What would the world be like without people who inspire others to change?
- Think of those in your life who inspire you to be better. How do these people inspire you?
- How can you become an inspiration to others?

Resources:

- PowerPoint presentation
- Story: Nelson Mandela by Kadir Nelson
- Song: 'Equality Is Coming Around'
- Website: BBC–Primary History
- Character study template

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
- **GMGY** – Rights and responsibilities

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Strand: My Stories

Element: My Relationships

Class: 5th and 6th class

Learning Outcome:

- Compose their possible or imagined narrative for the future and justify it with reference to the influence of others

Curriculum Links:

My Stories – My life, my spaces and places

Community and Citizenship

Emotions and Wellbeing

Learning Experiences:

- Watch videos of people talking to their future selves
- Create an interview of their future selves
- Create a narrative telling the story of the future self with reasons as to why certain things happened

Methodologies:

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

Lesson Outline



Watch: <https://www.youtube.com/watch?v=BqSxjmvXzzY>

The video involves a conversation between a child and older person about aspects of life and the people they meet along the way



Sample Conversation:

- What were the good and bad things about being young/older?
- What people had an influence in the older man's life?
- How did the man change as he grew older?
- Would you like to be older? Why?
- What did the young boy want when he grew up?



Activity:

The children think, pair, share about what advice they would have given to the young boy.



Watch: <https://www.youtube.com/watch?v=saCt9SiyZnA>

This video depicts a conversation between a 13 year old boy and his 18 year old self. He recorded two videos five years apart and plays them intermittently to mimic a conversation.



Sample conversation:

- What kinds of things have changed?
- Did life work out as he had expected?
- What things are different?
- If you could speak to your future self, what would you say?



Activity:

The children will compile a list of questions which they would like to ask their future selves.

Optional: The children use a tablet/phone/recording device to talk to their future self



Song: *When I'm Sixty Four* by The Beatles



Conversation:

Explore the genres of the biography and the autobiography.

- What is a biography?
- What is an autobiography?
- What are the differences between them?
- Why are these important stories to read?
- What can they tell us about our world?

How might you record your autobiography? Why? (Writing, audio recording, video etc.)



Activity: Biography activity—the children have 5 minutes to tell their partner as much information about their future selves as possible to enable them to develop a short biography of their life in the future. The listener will then recount the biography to the class.



Journal: The child will compose their own autobiography of their future selves paying close attention to

- the relationships
- the kind of person they would like to be like
- The places they think they will be in etc.

This can be a written piece, an audio recording or a video recording. The child can share their autobiography with their peers if they wish to do so.



Taking stock:

- Are autobiographies useful? Why?
- Is it important to look to our future selves?

How do you think the people around us influence the future us?

Resources:

- Youtube clips
- Song: When I'm Sixty Four by The Beatles
- Sheets for writing
- Journal

Linkage and Integration:

- **SPHE** – Myself and others
- **Arts** – Drawing/Paint and colour/Listening
- **English** – Oral language/ Writing
- **GMGY** – My life/My Spaces and Places
- **Gaeilge** – Mé Féin