

Goodness Me, Goodness You! Short Term Plan

Strand: Beliefs and religions

Element: Special Artefacts and Stories

Class: Junior/Senior Infants

Learning Outcome:

- Respect and recognise the items that are special to others while developing understanding of their own special items and artefacts.

Curriculum Links:

My Stories – My life, My Relationships

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

Learning Experiences:

- Explore the artefacts that are special in our own lives
- Listen to and respond to the stories about special items
- Find out about the items that are special to a range of belief backgrounds

Methodologies:

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

Lesson Outline



Story: *'Grandma's Glasses* by Rohini Milekani

Summary: This is a story about Grandma Nani's glasses. These glasses are special to her but she has put them somewhere and cannot remember where! With some help, maybe she will be able to find the **spectacles**.



Conversation:

- What was the problem in the story?
- Why do you think the glasses were special to the Grandma?
- Who helped and what did she do to help?
- Where did she find the glasses?
- Have you ever lost anything special to you?
- How did you feel? Did you find it?



Activity: The children draw some of the places that the girl could have looked for the glasses



Activity: The children design or colour a new pair of spectacles for Grandma

Story: 'Lost and Found' by Sukhada Rahalkar

Summary: This story is about a special toy that goes missing and a Grandma helps the child to find it.



- What was the problem in the story?
- Why do you think the toy was special to the boy?
- Why do you think the boy was looking so hard?
- Where was the Yo-yo?
- Have you ever lost anything special to you?
- How did you feel? Did you find it?



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



Conversation:

- What was Allyah's special items? Why?
- Have you seen any of these special items before?
- Can you name any other special artefacts that were mentioned?
- Are any of these artefacts special to you too?



Family project: The family project sheet is sent home and the children look at some of the special items 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 an item or artefact that is special to you and your family.
- Why is this special to you?
- When do you use this special item?
- Draw a picture of your special item. Maybe you could bring the special item into school for show and tell.



Taking Stock:

- Consider the place of special items in the various belief systems. DO some belief background place more importance on artefacts than others?
- Are there different meanings in different beliefs for items that are similar?

Resources:

- Story 'Grandma's Glasses'
- Story 'Lost and Found'
- Slideshow
- Family project sheet
- Drawing paper and pencils

Linkage and Integration:

- English - reading and oral language
- Gaeilge – Mé Féin, sa bhaile
- Arts –drawing, colouring
- SPHE – Myself and others

Goodness Me, Goodness You! Short Term Plan

Strand: Beliefs and religions

Element: Special Artefacts and Stories

Class: 1st and 2nd Class

Learning Outcome:

- Develop an understanding of books and stories that are special to them and recognise and respect the special books and stories 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 Puchku and her books
- Read about the books that are special to a range of belief backgrounds
- Complete a family project in which they discover a book that is special to their family and also to the families of others.

Methodologies:

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

Lesson Outline



Story: *A book for Puchku* (on accompanying presentation)

Plot summary: Puchku just loves books. She reads and reads all day long. Until one day she has read all the books, all that is except the ones on the very high shelf. How ever will she get to the books on the very high shelf?



Conversation:

- What was Puchku's favourite thing to do?
- What problem did she face?
- Why do people read books?
- Do you like to read? Why? Why not?
- Do you have a book that you love to read?



Each of the GMGY characters present the book that is special to them (***This part of the lesson indicates the religious language input***)



Sample conversation:

- What was Allyah's special place? Why?
- Would you like to visit any of these special places? Why?
- Can you name any other special places that were mentioned?
- Are any of these places special to you too?



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.

- Name a book that is special to you and your family.
- Why is this book special to you?
- When do you read this book?
- Draw a picture of your special book. Maybe you could bring it to school if your parents allow it.



Taking stock:

- Consider whether stories are important in all traditions.
- Do all of the special books have stories in them?

Resources:

- *Story: A book for Puchku*
- Paper and pencils
- Family project sheet
- Slideshow

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