



Goodness Me! Goodness You!

Lesson Sample

Strand: Beliefs and Religions

Element: Special Artefacts and Stories

Learning Outcome: Identify and discuss significant artefacts in their own lives and demonstrate an understanding of and respect for the religious artefacts that are associated with a range of beliefs traditions.

Learning Experiences:

- Explore religious and non-religious artefacts that have significant meaning in our lives.
- When examining an artefact consider; what it is, the value & importance it has for those who use it, how it is used within the faith community and what it tells us about their beliefs.

Conversation: What is an artefact?

- **Artefacts** are the remains of things that were made, *not* the remains of living things. An artefact may be described as an object that has special archaeological, cultural or religious interest.

Activity: The Personal Artefact Game

Note that this game requires people to plan a little bit in advance — ask each player to bring in a personal artefact from home. A personal artefact can be anything that is special or who represents the individual. Pair up with partners or set up seating into a half circle.

How to Play the Personal Artifact Game

1. Assign each child a number or go alphabetically to select the order.
2. If using a half circle, then have each person stand in front of the group. If using partners, then pair up people.
3. Going one at a time, each person will briefly present their personal artefact to the group, including what it is and why they chose it.
4. Depending on the amount of time, the audience can ask 2-3 questions about the artefact.

Variations

- Players can pass around their artefacts if they feel comfortable.
- To make the game more interesting, you can take the items and mix them up on a table, then have players guess who each of the items belongs to and explain why.

Reflection: You have told us about your personal artefact and explained why it has special meaning for you. Consider the following questions;

- If you handed your personal artefact to someone how would you want them to interact with it? For example, would you want them to hold it carefully?
- How would you feel if someone made a joke about your artefact or was being disrespectful of towards it?



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Conversation:

Each religious tradition has items of special significance. We need to remember that these items are special, holy, and sacred to many people and we must ensure that in our treatment of them we remember this and are respectful.

Can you think of any religious artefacts that you have ever seen?

- Describe the artefact
- What was it used for?
- Where was it located?
- How did people interact with the artefact?

Activity: Choose the odd one out

Brainstorm: How can I be respectful when interacting with religious artefacts?

Teaching Time:

Points to consider before interacting with a religious artefact

Before you pick up or touch an artefact...

- Check with your teacher that it is appropriate for you to touch the object. Some religious artefacts have very specific rules about how they can be used and who they can be touched by
- Check that your hands are clean and dry
- Examine the object carefully and learn its strengths and weaknesses
- If it is too heavy to handle on your own - Get help!

When you pick an object up or touch an object...

- Use both hands and pick it up by its most solid component.
- Handle only one object at a time
- Handle each object with great care
- Do not drink or eat around objects
- Do not move objects from your table

Activity:

Using the following sentence stems write a letter to someone who will be joining your class and explain to them how they should interact with religious artefacts.

- In your GMGY lessons you will be seeing some religious artefacts, these are...(explain what is meant by an artefact).
- Different religions will have certain artefacts that are important to them, for example ... (give examples of artefacts).
- Religious artefacts are important to religious believers because...
- You should always treat a religious artefact with respect because.....
- Thank you for reading my letter, I hope that it helps you in your GMGY lessons.

Activity: Introduce the artefacts

Family Project: My Special Artefact



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Methodologies:

- Whole Class Teaching
- Group Work
- Multimedia
- Art and design
- Talk, discussion and debate
- Creative Writing
- Active Learning

Resources:

- PowerPoint Presentation
- Artefacts
- Family Project

Linkage and Integration:

- **English:** To become fluent and explicit in communicating ideas and experiences.
- **Geography:** To learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others.
- **History:** To develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities.
- **Art:** To look at, enjoy and make a personal response to a range of familiar and unfamiliar objects and images in the environment, focusing on their visual attributes.



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Lesson Sample

Strand: Beliefs and Religion

Class Level: 5th/6th Class

Element: Special Artefacts and Stories

Learning Outcome: Identify and discuss significant symbols in their own lives and demonstrate an understanding of and respect for symbols from a range of belief traditions.

Learning Experiences:

- Discuss the concept of signs and symbols and investigate the difference between these.
- Explore the history of the Claddagh symbol in Ireland.
- Discuss the possibilities of symbols as having multiple meanings and different interpretations for different people.
- Recognise the main symbols associated with some world religions.
- With the help of the family, explore symbols that are important to them.

Lesson Sample

Lesson 1: Symbols and Signs



Teaching Time: What is a symbol? What is a sign?

A symbol is an action, a word or a picture that gives us a message. It can have many meanings and it has the power to affect people. Symbols can also have hidden meanings and can make us respond with our head and our heart.

A sign is an action, word or picture that has one meaning.



Activity: Is it a sign or a symbol? Show the children examples of signs and symbols and ask them to decide if it is a sign or a symbol.

Activity: Recognise the sign game. Match the sign to the correct location.



Conversation:

- Can you think of any symbols or signs you know about?
- How can you tell the difference between a symbol and a sign?
- Do you think symbols and signs are important?



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Lesson 2: Irish Symbols



Story: The Claddagh Ring

Plenary: The story tells of Richard, a man from Galway who was captured and sold into slavery. While he is a slave he steals gold and makes a ring for his beloved. When Richard escapes he returns to Ireland and gives the ring to his beloved. This ring becomes known as the Claddagh Ring. It is a symbol for love, friendship and loyalty.



Conversation:

- Can you think of any other Irish symbols?
- Can you think of any symbols that have a special meaning for you? Why do they have special meaning?

Lesson 3: Symbols with multiple meanings



Conversation: Characters and their meanings – examine the characters from well-known stories and discuss the meanings they hold for the children. (The Big Bad Wolf might symbolise danger to one child or comedy to another).

Activity: Examine the images and discuss the many meanings they hold. (For example a handshake could symbolise a welcome to some, forgiveness to others etc.)



Activity: The children create their own symbol and write about its meaning. They can share their symbols with their peers and in pairs attempt to decipher each other's symbols meaning.

Lesson 4: Religious Symbols



Teaching Time: The children explore the meaning of symbols associated with some of the world's religions.

Family Project: A Symbol For Me - With the help of the family the children investigate symbols that are important in their own lives. These can be religious or secular. Each child will present their project to their class.



Extension Activities: Field Trip to the natural History Museum to further investigate ancient Irish symbols.



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Taking Stock:

- What would the world be like if there were no symbols?
- What would the world be like if there were no signs?

Methodologies:

- Story time
- Whole Class Teaching
- Group Work – using images in the classroom
- Multimedia
- Art and design
- Talk, discussion and debate

Resources:

- PowerPoint Presentation
- Story: 'The Claddagh Ring'
- Website: YouTube / www.askaboutireland.ie
- Family Project – A Symbol For Me Template

Linkage and Integration:

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