

Goodness Me, Goodness You! Short Term Plan

Strand: Thinking Time

Element: Thinking and Asking Questions

Class: Junior and Senior Infants

Learning Outcome:

- Analyse a variety of stimuli through the creation of questions.

Curriculum Links:

My Stories – My relationships, my life,
Thinking Time – Emotions and Wellbeing
We are a CNS - Respect

Learning Experiences:

- Recognise the questions words and use them
- Ask questions about various stimuli using wh question words
- Develop fluency and confidence in asking questions

Methodologies:

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

Lesson Outline



Book: 'Why? (Archie)' by Tracy Corderoy

Summary: Archie is a rhino with a LOT of questions. He wants to know everything: "Why glue is so sticky? Why do dropped things go SMASH?" If only finding out was a little less messy...



Conversation:

- Why is Archie asking a lot of questions?
- What happened when he asked lots of questions?
- Have you ever asked lots of questions?
- Why did you ask that question?



Activity: The children work in pairs and think of 1 question each that they asked during the day.

The teacher can act as scribe to write the questions on the board.

Activity: The children colour a picture of a question mark. These can be displayed with a list of the children's questions



Conversation:

The children sit in a circle and in turn ask one question to their person next to them starting with 'Why?'. The next child can choose to answer or not but then asks the next person in the circle.



Activity:

The children are presented with a picture of other people in different situations. The children work in pairs/groups to think of different questions that they could ask about the images. The teacher can note the questions on a chart.



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



Taking Stock

- It is right to always ask questions?
- Is there a time when you were asked not to ask?
- Is it right to question things always?

Resources:

- *Why? (Archie)* by Tracy Corderoy
- Drawing paper
- Pictures of people in different situations
- Pencils

Linkage and integration:

- **SPHE** – Myself and others
- **Arts** – Drawing/Paint and colour
- **English** – Oral language
- **Gaeilge** – Mé Féin

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Strand: Thinking time

Element: Thinking and Asking Questions

Class: 1st and 2nd class

Learning Outcome:

- Identify different types of questions, formulate questions based on a variety of stimuli and discuss possible answers using respectful discussion skills

Curriculum Links:

My Stories – My relationships, my life,
Thinking Time – Emotions and Wellbeing
We are a CNS - Respect

Learning Experiences:

- Explore the concept of questioning through engagement with the story 'Why?'.
• Identify and discuss the questions that interest them.

Methodologies:

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

Lesson Outline



Story: 'Why?' By Lindsay Camp and Tony Ross

Plot summary: Lily, in response to virtually anything that happens, asks the question, "Why?" Her dad tries to respond to her questioning, but sometimes, 'when he was a bit tired or too busy', he'd say only, 'It just does, Lily. It just does.' One day a giant spaceship lands and the aliens that emerge from the ship announce that their mission is to destroy the planet. Terrified, no one responds, except Lily, who asks, of course, 'Why?'. After a series of 'why' questions, the aliens realise that they don't know why, and they leave.



- Why do we ask why?
- Why do we ask questions? What makes a question a good one?
- Is curiosity a good thing?
- Why do you think Lily's father sometimes became annoyed with Lily when she asked 'Why'?
- Could a question really save the world? Could it destroy it?
- Can asking 'why?' be dangerous? Can not asking it be dangerous?



Activities: Children compose ten questions that they would like to know the answer to.



Watch: <https://www.youtube.com/watch?v=tOsg5MVXZzk>



Conversation about questions:

- Importance of questions
- What are philosophers?
- Why do we ask questions?
- What types of questions are there? (Smart file on shared drive to accompany lesson)
- What words can be used for questions? (List on board – split into closed and open (use words such as what if . . . , does, what if . . . , why



Story: The Hare and the Tortoise (Or other Fable, story relevant to the class and level)



Activity: Children create a list of questions about the story in pairs. Teacher then writes questions on the board.

Discussion: Children vote on one of the open questions to discuss. The discussion must take place with the guidelines on respectful discussion in mind.

Picture stimulus: *The Sumo Picture*

- What can you see in the picture?
- What might be going on?
- Who are these people?
- Is it a hopeless fight?
- What is unequal about this picture?

Activity: Children in pairs, devise a list of questions using words such as 'Should . . , What if, Can . '

Vote on one question and debate and discuss: Sample - What is the point of fighting a battle you know you can't win?



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



Taking Stock:

- Why do you think people get annoyed when they are questioned?
- Is it always appropriate to ask questions?
- Are there times when it is not a good idea to question? When is it not respectful?

Resources:

- Talking object
- Scenario
- The Hare and Tortoise
- 'Why'
- The Sumo Picture

Linkage and Integration:

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

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Strand: Thinking Time

Element: Thinking and Asking Questions

Class: 3rd and 4th class

Learning Outcome:

- Respond respectfully to alternative perspectives and justify their responses using logical reasoning

Curriculum Links:

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

We are a CNS – Community and Citizenship

Thinking Time – Emotions and Wellbeing

Learning Experiences:

- To use the language and concept of justice and equality in the world
- To connect the questions with their own lives, both inside and outside school, enabling a sense of self-respect and respect for others in their world in response to Brendan's dilemma
- To use their imagination and problem solving skills

Methodologies:

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

Lesson Outline



Revisit the expectations for respectful debate and discussion with the circle. Develop a list of expectations for respectful discussion and brainstorm some of the phrases that can be used for respectful debate.

Scenario: *Brendan's Dilemma*

Brendan was in 6th class when he was caught cheating on his spellings test. He had been doing poorly in school and his parents had threatened that if he didn't raise his grades they wouldn't let him play on his Xbox for a period of time. So he cheated. When the teacher asked him about it, he denied it at first, but finally admitted to writing down the answers ahead of time.

A parents meeting was called and Brendan had to sit with his parents, the teacher, and the principal to discuss the school policy on cheating and lying. On the way home, his father told Brendan he was deeply

disappointed in him and expected more from him in the future. That night, Brendan felt like the whole world was against him, but he also felt guilty for letting his parents down.

That weekend, Brendan and his family went to a movie. When they got to the ticket window Brendan's dad asked for children's tickets for both Brendan and his 16 year old brother. Brendan looked over at his brother, who stared down at the sidewalk and hunched his shoulders hoping the ticket seller wouldn't notice that he was well above the age for a child's ticket. The seller handed them the two child's tickets. On the way home from the movie, Brendan asked his father why it was okay to lie and cheat the cinema out of money but not to cheat on his spellings. His dad responded that sometimes its okay to lie as long as nobody gets hurt.

The rest of the way home Brendan just got more and more confused. Cheating on his test hurt nobody. He didn't steal the answers from any of the other students. If he hadn't gotten caught, he would have been praised. How was what he did different from what his dad did over and over again? And should he continue to stay silent the next time his dad lied?



Conversation:

- What is Brendan's dilemma?
- Have you ever seen an adult or friend do something you felt wasn't right?
- Do you think Brendan should try to talk to his Dad again about his lying at the movies?
- Did Brendan hurt anyone by cheating?
- Have you ever felt like doing (or have you actually done) the "wrong thing" because you felt like it was worth it? Do you still feel that it was worth it?
- What is the 'right thing' to do, in your opinion?



Activities:

Walking debate. The children will pick a side on which they will argue a case on some of the following statements:

- Brendan was right to cheat on his test
- The dad was in a good position to say "He would expect more from him in the future"
- Brendan's Dilemma was different from that of the dad's
- Brendan should have spoken up against what the dad did at the cinema

Drama of the scenario

The children work in groups of four (In role as the 2 children, the dad and the ticket seller and act what they think should have happened



Conversation:

- Do you think it would be easy for him to speak up?
- What would the role of the seller and the other brother be?
- Whose decision would be easiest to change in this scenario?
- If you were to pick an alternative way for this story to end, could you act it out?

Diary Entry

The children will write a diary entry from the point of view of one character from the scenario. Choose from Brendan, the dad, Brendan's brother and the ticket seller. Use the following questions for stimulus:



- What ethical decision are they facing?
- What questions may be racing through their minds?
- Who would they be affecting in making a rash and unethical decision?

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



Taking stock:



- Recap children's discussion
- What impact did this story have for us?
- Discuss implications for ethical choices in school and in the wider world

Resources:

- Talking object
- Scenario
- paper for annotation boards
- writing utensils

Linkage and integration:

- **SPHE** – Myself and others
- **Arts** – Drawing/Paint and colour/Listening/Song singing/performing in role
- **English** – Oral language/Reading/Writing
- **Gaeilge** – Mé Féin
- **Maths** - Money
- **History** – Family stories

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Strand: Thinking Time

Element: Thinking and Asking Questions

Class: 5th and 6th class

Learning Outcome:

- Distinguish between a scientific discussion, an uncritical discussion and a philosophical discussion

Curriculum Links:

Thinking Time – The Big Questions, Emotions and Wellbeing

My Stories – My Life

We are a CNS – Respect

Learning Experiences:

- Engage in philosophy as a methodology through discussion
- Distinguish between the different types of enquiries
- Examine the purpose of philosophy

Methodologies:

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

Lesson Outline



Conversation:

Present the children with the question:

- *What is the colour red?*

The teacher can write the suggested answers on the whiteboard. The class

then work together to figure out if the opinion given is:

Scientific (Based on data known)

Uncritical (An opinion)

Philosophical (An opinion which is backed by reasons and may not have a definite answer)



Conversation:

- What kind s of things might we discuss that have scientific basis (That we can use numbers and facts to talk about)?

- What kinds of things can we talk about in which we give our opinions?
- What topics might we discuss that have no definite answers to them?



Activity: Choose some of the suggestions from the conversation to have at least one scientific, uncritical and philosophical discussion.



Activity:

The children work in groups to decide which category of discussion these areas fall under: Biology • Physics • Chemistry • Engineering • Literature • Foreign Language • Philosophy



Watch: <https://www.youtube.com/watch?v=bOpf6KcWYyw> **What should be done?**

The children will engage in a consciously philosophical conversation.



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



Taking Stock:

- Why are philosophical discussions important for us to have?
- Where are each of these discussions appropriate and why?
- Which type of conversation is easier to have and why?

Resources:

- The trolley problem (Youtube)
- Writing paper and pencils

Linkage and Integration:

- English - reading, writing and oral language
- SPHE – Myself and Others, wellbeing
- Science – scientific discussion