

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Values

Class: Junior and Senior
infants

Learning Outcome:

Formulate and analyse their own understanding of what is right and wrong and be aware of the effects their actions have on others.

Curriculum Links:

We are a CNS –respect, community and citizenship, Equality, rights and Responsibilities

My stories – My Spaces and Places

Thinking Time – Emotions and Wellbeing, Thinking and asking questions

Learning Experiences:

- Describe some of the choices/decisions they make on a daily basis
- Examine the consequences of some choices they make
- Describe their own concepts of good and bad choices

Methodologies:

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

Lesson Outline



Story: Read the story about Lewis and the choices he has to make every day



Conversation:

1. What did you choose to eat for breakfast this morning?
2. Did you choose what to wear today? What about your socks or shoes?!
3. Did you choose to play with someone in the yard today?
4. What other choices did you make?



Game: The teacher calls out a selection of simple choices for the children to make and the children choose whichever pleases them.

e.g "I want you to choose to . . .sit down or kneel down"

"Walk to the door or walk to teacher" etc.

Activity: The children draw a picture of the breakfast that they chose that morning or a different morning



Book: 'What if everybody did that?' by Ellen Javernick

Summary: If you drop just one soda can out the window, it's no big deal ... right? But what if everybody did that? What if everybody broke the rules ... and spoke during story time, didn't wash up, or splashed too much at the pool? Then the world would be a mess. But what if everybody obeyed the rules so that the world would become a better place?



Conversation: Discuss each of the decisions with the children in the story



Drama: As a class decide what the boy might have done instead of the decisions he made. The children act them out

Activity: The children sit in a circle with a red card and green card each. The teacher reads out some 'choices' that are familiar to the age group of the class and the children must decide whether it was a 'good choice' or bad choice and justify their answers with what the consequences might be



Taking Stock:

- Continue to discuss good and bad choices depending on scenarios in the classroom and school.
- What can help us to make proper choices?
- Who can help us to make good choices?
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Resources:

- Talking object
- Story of Lewis
- 'What if everybody did that?' by Ellen Javernick
- Drawing paper
- Pencils
- Red and green cards

Linkage and Integration:

- **SPHE** – Decision making
- **Arts** – Drawing/Paint and colour/Listening/performing in role
- **English** – Oral language/Reading/Writing

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community National School

Element: Values

Class: 1st and 2nd Class

Learning Outcome:

Define and investigate the values of the school community and understand the impact that these values have on their actions

Curriculum Links:

We are a CNS –respect, community and citizenship, Equality, rights and Responsibilities

My stories – My Spaces and Places

Thinking Time – Emotions and Wellbeing, Thinking and asking questions

Learning Experiences:

- Explore their understanding of a Community National School
- Explore the value of 'Inclusiveness' in the CNS
- Explore scenarios where they would need to be inclusive

Methodologies:

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

Lesson Outline



Activity: The children begin by drawing an image of what a Community National School Looks like



Conversation:

- What is a Community National School to you?
- Who comes to the school?
- How do Community NS treat children and adults?
- What do you think makes us different from other schools?



Activity: Everyone walks round the room- say a number, form a group (make sure some children are left out each time– do this a few times- then sit in a circle.

- How does it feel to be left out?
- Did you try and find a friend or accept the closest person? Why?

We have the ability include each other or exclude – make people happy or unhappy



Story: The Big Umbrella by Amy June Bates



Conversation:

- How would you feel if there were lots of people under that umbrella, but you weren't allowed under?
- Why do you think the umbrella lets anyone in?



Differences bingo:

The children walk around the classroom with the differences bingo card. The children find other people in the class who have things different about them and then cross it off on their bingo card.

Difference can cause people to be excluded



Scenarios:

Present the children with scenarios in which people are being excluded. The children will work in groups to role play how they might include that person. (Scenarios can be based on real events from the school)



Activity: In groups the children create a poster demonstrating how they can be inclusive in their school.

The school can hold a friendship week in which the theme is 'Inclusion' to promote inclusion in the school.



Taking Stock:

- Discuss ways in which we can be inclusive of other in school.
- How does having that value in school help us to act differently?

Resources:

- The Big Umbrella by Amy June Bates
- Poster pages
- Scenarios

Linkage and Integration:

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

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Values

Class: 3rd and 4th class

Learning Outcome:

Define and analyse several of the values of the Irish State and evaluate the impact these values have on Ireland as a society.

Curriculum Links:

We are a CNS –respect, community and citizenship, Equality, rights and Responsibilities

My stories – My Spaces and Places

Thinking Time – Emotions and Wellbeing, Thinking and asking questions

Learning Experiences:

- Explore their understanding of values in the Irish State
- Explore what is meant by a democracy
- Examine how democracy can impact on how people live their lives in Ireland

Methodologies:

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

Lesson Outline



Book: We are all born Free (Amnesty International)



Stop the book on the page with the sunflowers:



Everyone has the right to be protected by the law.

Conversation:

- What do you think this means?
- Why do you think people need protection?
- How can we protect the people of Ireland?
- Who is responsible for this protection?
- What does the word democracy mean?



Activity: What does the word democracy mean?

The children work in groups/pairs to devise a meaning for the word. The teacher can write some of the suggestions on the board.



One of the values of a democratic republic is the right to have your say in how things are run.

Votes For Women! The Irish Women's Suffrage Movement by Caroline Busher



Conversation:

- Do you think it was fair that women could not vote? Why?
- What would society be like if some people were excluded from voting?
- What else do you know about voting in Ireland?



Project:

Find out more about the suffragette movement in Ireland and create a project on how women got to finally vote in elections.



Drama:

Hold an election in the classroom. Some members of the class can put themselves forward for election. They can create a speech to deliver and some members of the class can help in their campaign. The remainder of the class can participate in a vote following the style that would be used for elections in Ireland.



Taking Stock:

- Discuss the values of a just and fair democracy.
- What do you think the idea of a democracy is?
- Are there countries in the world that do not use democracies? How is their country different?

Resources:

- *We are all born Free*
- *'Votes for Women'*
- Paper
- Pencils and colours
- Computers and project pages

Linkage and Integration:

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

Goodness Me, Goodness You! Short Term Plan

Strand: We are a Community
National School

Element: Values

Class: 5th and 6th class

Learning Outcome:

Define and understand the values of the United Nations and the European Union and evaluate the impact of these values in Europe and the wider world.

Curriculum Links:

We are a CNS –respect, community and citizenship, Equality, rights and Responsibilities

My stories – My Spaces and Places

Thinking Time – Emotions and Wellbeing, The Big Questions

Learning Experiences:

- Explore what values are important in their lives through engagement with the story ‘The Three Questions’
- Explore the values of the united nations in relation to their role in peacekeeping
- to identify the powers of the Security Council in peacekeeping
- to highlight conflict areas around the world
- to assess the difficulties and successes of peacekeeping

Methodologies:

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

Lesson Outline



Story: ‘The Three Questions: Based on a Story by Leo Tolstoy’ by Jon J. Muth

Plot summary: Muth takes Leo Tolstoy’s short story, ‘The Three Questions’, as the starting point for an account of a young boy’s search for an understanding of the moral dimension of his life. Nikolai asks his friends to help him to find the answer to the three questions that he considers the most important for helping him to know the right way to act:

- When is the best time to do things?
- Who is the most important one?
- What is the right thing to do?

Nikolai's search for the answers leads him to seek the help of someone he believes is wiser than himself, who helps him to decide that the meaning of life rests in the relationships we form and the way we treat others.



Conversation:

- What do you think of Nikolai's questions? Do you think they are the most important questions in life?
- What do you think are the three most important questions?
- Do you believe that what we think about these questions changes over time and with experience? Should it?
- Are the most important questions in life the same for everyone?
- How do we know the right thing to do when we are faced with a difficult decision?
- What does it mean to do the right or wrong thing?
- What does it mean to be a good person?
- How do you know if you are a good person?
- Give an example of an action that is wrong. Why do you think the action is wrong?
- Give an example of an action that is right. Why do you think the action is right?



Song: N'we Jinan Artists – ['Important to Us'](#)



Watch this: <https://www.youtube.com/watch?v=XNO8c8ROBqY>



Conversation:

- What do the United Nations do?
- What do you think their values are?
- What do they stand for?



Provide students with the case study of Darfur, Sudan on student worksheet <https://www.una.org.uk/sites/default/files/Student%20Worksheet%202.3.pdf> Read through the case study and answer any questions raised. Students should work in groups to come up with the best solution to the conflict.



The children will set up their own Security council. Each group will present their own solution to the conflict and there will be debate about which solution is the most likely to work.



Project: Research and find out more about the United Nations. Find out who is involved, the people in charge and some more of the work that they do



Taking Stock:

- Discuss ways in which we can decide which are our most important values in life.
- Do we have three most important values?
Do our most important values change over time and why?
 - Why are the values of the UN important to people around the world? How do they have a positive effect?

Resources:

- Book: 'The Three Questions: Based on a Story by Leo Tolstoy'
- Song: 'Important to Us'
- Darfur case study sheet

Linkage and Integration:

- English - writing and oral language
- Gaeilge – Mé Féin,
- Arts – drawing, colouring
- SPHE – rights and responsibilities
- Geography – people in other places