



Classroom Planning

Class: 5th & 6th

Strand: Myself and wider world

Strand Unit: Developing Citizenship

KEY WORDS/MESSAGES:

<p>Living in the local community</p> <ol style="list-style-type: none"> 1. Class/school as a community 2. Belonging to the group 3. Pride in local community 4. Role of individual/community groups 5. Positive contributions of various organisations, community groups and individuals 6. Inequality 7. Local issues and possible action <p>National, European and wider communities</p> <ol style="list-style-type: none"> 8. Own cultural heritage and traditions 9. Concept of democracy 10. Respect for different groups in community/society 11. Cultures of some E.U. countries 12. Promotion of justice and peace 13. Unequal distribution of world's resources <p>Environmental care</p> <ol style="list-style-type: none"> 14. Appreciation and development of responsibility for environment/earth

CONTENT OBJECTIVES:

Knowledge/ Skills/Attitudes and Values

Curriculum Statement pp.64-65

CONTEXTS: *In what contexts can I teach these content objectives?*

<p>Classroom climate and atmosphere that supports this unit is one that:</p> <p>(cf. T.G. pp.50,52)</p>	<p>Learning through discrete SPHE time (TG p.49,51)</p>	<p>Learning through integration with other subject areas (TG. P. 49,51)</p>
<ul style="list-style-type: none"> • Encourages and facilitates participation in national festivals and celebrations • Provides opportunities for learning and teaching in different types of groups • Encourages the use of inclusive language and practices • Reflects the democratic process in both the school and the classroom • Develops individual and group responsibility • Fosters inclusiveness and is welcoming towards people of different cultures and nationalities • Promotes a sense of belonging, through activities such as projects, school concerts, celebrating individual, class and school achievements • Encourages involvement by children in negotiating class rules and decision-making • Content objectives 1,2,3,5,6,8,9,10,13,14 	<p>Content objectives 1,3,4,5,6,7,8,9, 10, 11,12,13</p>	<p>Content objectives 2,5,6,7,10,12,13,14</p> <p>...Geography 3,4,7,8,9</p> <p>...History 8,10,11</p> <p>...Visual Arts 8, 10,11</p> <p>...Music 2, 3, 12</p> <p>... Language</p> <p>cf cross-curricular links sheet also</p>



Teaching methodology

Teaching approaches to support Active Learning

Key Methodologies

Active Learning Strategies

Tick and elaborate strategy

Talk and Discussion	Drama Activities	<p>Exemplar 4 <u>TG 63</u> based on poems/stories/ situations such as “This Letter’s to say” (TG) “A Noble Boy”</p> <p>Simulation: “The Kilbreen Express” (<u>So Everybody Fights</u>)</p> <p>Rafa Rafa (Christian Aid)</p> <p>Fruitful Co-operation pp.173-6 (<u>Global Teacher Global Learner</u>)</p> <p>Trouble brewing (Kilbreen Express p.69 Apartheid in the Classroom p.115 <u>So Everybody Fights</u>)</p>	
Collaborative/Co operative Learning		Co-operative games	<p>I’m counting on your co-operation p.112</p> <p>Machine making p.112</p> <p>Globingo p.113</p> <p>Colourmatch p.115</p> <p>Co-operative squares 166-171</p> <p><u>Global Teacher Global Learner</u></p> <p>Special Olymp. Dice Game pp.40-43</p> <p><u>Schl Enrichment Prog.(5-6.)</u></p>
Active Learning	Pictures, Photographs and Visual Images	<p><i>Exemplar 10</i> “Exploring Bias”</p> <p><i>Exemplar 12</i> “Captions”</p> <p><i>Exemplar 13</i> “Speech/thought bubbles” using photographs of people in the school community</p> <p>“Making a Documentary” pp.52-53</p> <p><u>World Studies 8-13</u></p> <p>Similarities and differences pp.5-12</p> <p><u>Schl Enrichment Prog.(5-6.)</u></p> <p>Culture kits (DESC Education Centres?)-cf <u>So Everybody Fights</u> p.27</p> <p>Different perspectives(maps)</p> <p><u>So Everybody Fights</u> p.40-44</p>	
Use of the Environment		Skills through content	Problem-solving



Primary Curriculum Support Programme
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Discussion	<p><i>Exemplar 18</i> “Agree or disagree” <i>Exemplar 21</i> “Exploring a poem” Special Olympics pp.14-16 <u>Schl Enrichment Prog.(5-6.)</u> Security: Feeling safe Barriers pp.13-16 Ireland’s Riches pp.17-20 Our World-One people Your environment and you p.45 Care for the earth p.52 Conflict and Inequalities Conflict in our lives p.59 Talk or thump p.64 Black and White p.77 The Friendly Irish (discrim) p. 83-88 Girls and Women p. 89-94 Bread or Bombs Friend or enemy p. 95- <u>So Everybody Fights</u></p> <p>Read the <u>Turbulent Term of Tyke Tyler</u> and discuss stereotyping</p>
Written Activities	<p>-<i>Exemplar 22</i> –survey on moving home -<i>Exemplar 24</i>-Lists and checklists on “Consumer rights.” -<i>Exemplar 25</i> Project “Our School”</p> <p>-Cultural diversity (prejudice and stereotyping) p.9 Celebrating cultures p.10 Cultures evolve p.11 <u>Celebrating Diff (3)</u></p> <p>-Sports in Sp Olympics pp.21-24 (cf PE) Venues in 2003 sp. Olym (cf Geog) Host town prog. pp.27-35 (Geog) Sp Olympics Torch pp. 36-39 (Visual Arts) <u>Schl Enrichment Prog.(5-6.)</u></p>
Media and ICT	<p><u>Young and Old</u> CD ROM</p> <p>Special Olympics pp.14-16 <u>Schl Enrichment Prog.(5-6.)</u></p>
Looking at children’s work	



RESOURCES: People? Materials? Community?

Human Resources

Material resources

Young and Old -CD Rom

Celebrating Difference Crosscare (Trócaire) Part 3 pp.1,3,5,6,7,9,10,11,

Step into Action -Pack-A Resource for Teachers (Goal)

Kids like us- Irish and Kenyan Kids together (Action Aid, Ireland)

Changing Places – A Guide to Multicultural Books for Children

The World Around Me, North Western Health Board pp.172,177,179,185

Bí Folláin, Unit 5-Environmental Care p.198

Special Olympics World Games –Enrichment Programme

Rafiki –journeying with children around the world– CD Rom (Trócaire)

Views from Brazil (Trócaire)

So Everybody Fights, Irish Commission for Justice and Peace (good but possibly out of print)

Winners All –Co-operative games for all

Global Teacher, Global Learner ISBN 034040261 X, (Trócaire)

World Studies 8-13 A Teacher’s Handbook (Trócaire)

Let’s Co-operate, Mildred Masheder(Trócaire)

ASSESSMENT:

Knowledge learned?

Skills practised ?

Attitudes& Values experienced?

Teacher Observation	<ul style="list-style-type: none"> ● Outcomes of conversations between children and between children and teacher ● Observing group interaction and the ways in which children treat each other and work together to do a task such as investigating the needs of different community groups
Teacher designed tasks and tests	<ul style="list-style-type: none"> ○ Working together ○ Leadership: Identifying leadership qualities and abilities ○ Critical analysis of pictures or photographs ○ Presentation on a project ○ Preparing questions for a visitor ○ Sending a letter of invitation to a visitor ○ Writing an e-mail message requesting information on a topic of national interest ○ Hold a class election
Portfolios and projects	<ul style="list-style-type: none"> ● List of classroom rules ● Letters ● extracts from a project ● pictures ● slogans promoting equality ● poem written to a child in another country ● Letter sent to a local TD or Minister requesting some information or making a complaint



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Knowledge	Skills	Attitudes/values
Class/school as a community Local traditions and folklore; Cultural heritage and traditions Understanding roles in community Positive contributions of groups in community Inequality and addressing it Justice and peace Local issues of concern and possible action Concept of democracy Cultures of the E.U.	Working together Teamwork skills Caring for the earth	Sense of pride Sense of belonging/ownership Sense of identity Awareness of inequality Responsibility Altruism Valuing diversity/different groups