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| TIOF%20Strands%20Master%20email | **RERC**  **This Is Our Faith Planning Exemplars** | | | | | | |
| **Year group** | **Suggested Theme/Topic/Unit:**  **Equalities** | | | **Suggested Timescale:** | | |
| Dates: | |  | | | | |
| Teacher: | | | First Level | | Class: |  |

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| **TIOF Core Learning** |
| P4 RERC 1-02a I have listened to the following scriptural narrative where Jesus called people to follow him and I recognise that he called them into the community of faith:  Matthew 4: 18-22 – Peter and Andrew, the first of the twelve Apostles, called by Jesus to be among his special companions  P4 RERC 1-10a I have examined the roe of the Holy Spirit in the lives of the Saints in the other Strands of Faith and I recognise that the Holy Spirit helps and strengthens us to respond to God’s call to us to be saints.  P4 RERC 1-20a I am growing in my ability to be caring and to act fairly, when living, working and playing with others  I know that, in the sacraments I have celebrated, God gives me the strength and grace to respond to his call to love and act justly especially when this is difficult  P4 RERC 1-21a I know that I can ask for God’s help to follow his commandments to love him and to love my neighbour  I know that, in loving God, I am call to love my neighbour and, when this is challenging, I can be encouraged by Jesus’ example.  I can describe the ways in which I can show love for my neighbour and I know that, when I do this, I am also showing my love for God.  I have been given opportunities to reflect prayerfully on Jesus’ two commandments to love God and my neighbour (Matthew 22: 34-40) and I know that Jesus tells us that love of God is the greater of these commandments  I know that I can show love for others by praying for them, by doing acts of kindness and by respecting them.  P4 RERC 1-22a I can demonstrate that I have forgiven others by the ways in which I build relationships with them again.  I know that prayer can strengthen me when I need to forgive others and that this forgiveness deepens my relationship with God.  P4 RERC 1-23a I know that God has given me a conscience to inform my actions and choices and I am learning how to examine my conscience.  I recognise that I can inform my conscience by reflecting prayerfully on the implication of Jesus’ command to love God and neighbour  I understand that I need to reflect daily on my actions and attitudes in the light of the Gospel values. |

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| **Experiences and Outcomes:** |
| HWB 1-10a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.  HWB 1-47a I recognise that we have similarities and differences but we are all unique  HWB 1-05a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.  HWB 1-44a I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.  HWB 1-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to .  RERC 1-02a I know that a loving God has created me and that my uniqueness can develop according to God’s plan for me  RERC 1-10a I have examined the role of the Holy Spirit in my life and the lives of others  RERC 1-20a I know that I have been called by God to grow in love, justice and peace and in my relationships with others  RERC 1-21a I have explored the implications of Jesus’ command to love God and love my neighbour  RERC 1-22a I have explored the call to forgiveness and reconciliation and have reflected in how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others  RERC 1-23a I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decision of my conscience affect my relationship with God and others. |

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| **Learning Intentions:** |
| I am learning:   1. about friendship 2. that sometimes my actions or the actions of others can hurt people 3. what to do if I see someone being hurt or upset 4. about how as a class we can agree on the best way to act 5. that everyone has rights |

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| **Success Criteria:** |
| 1. I know the ways we show friendship 2. I understand and can say the ways that my actions or the actions of others can hurt people 3. I know what to do if I see someone being hurt or upset 4. I can share our class rules 5. I have developed an understanding about how everyone has rights |

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| **Key Vocabulary from TIOF/ GLP:** |
| **Respect, Emotions, Relationships, Saints, act justly, act fairly, love God, love my neighbour, example of Jesus, Greatest Commandment, forgiveness, reconciliation, repentance, relationship with God – relationship with others, conscience, examine my conscience** |

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| **Planning Outline (including what pupils could write /say/make/do as a result of learning):** |
| This learning plan is intended to form part of a holistic learning journey for pupils which focuses on addressing discrimination and prejudiced based bullying. The learning starts in Early Level and continues through to Senior Phase  In First Level The themes of this learning journey are:   * How do we show we are friends? * How do we hurt people? * What can we do if we see or hear someone being hurt / upset? * Promoting positive behaviours: Class rules / Class agreement * Rights of each person   This theme compliments the learning and teaching outlined in ‘God’s Loving Plan’ and should be used in conjunction with the activities and resources for: P2-4 ***God Gives Me Life, God Delights in Me, God Calls Me To Love***  **Part ONE: How do we show we are friends?**  **Video Clip “What makes a good friend”**  Play the short video clip. Ask the pupils to listen out for all of the ways that the song describes a good friend. When the song has finished, in groups, recall as many of the ways of being a good friend as possible and write them down on sticky notes or in your jotter. Add any extra that you can think of that were not mentioned in the song.  Use the **Power point presentation “what makes a good friend?”** and show **slide 2**. Give each pair the worksheet (**Word Doc : What makes a good friend?)** and ask them to put the statements in to order, from 1 to 10 starting with the most important one. They can either do this by cutting up the statements and putting them in order on the table, or simply by numbering them. They will notice that there are 11 statements, so as well as ordering them they will have to decide on which one to leave out.  Once the pair have finished, each pair should then find a neighbouring pair and they should share why they put theirs in a particular order, and then as a group of 4 now decide the best order.  \*\*Let the activity start, and if necessary remind them that the finished task is important, but how they arrive at a conclusion is AS important. Use some of the phrases from the task to help them see that, even in school work, they should be trying to be good friends\*\*  Ask some groups to give you some feedback. Ask the first few groups to simply say what their top 3 statements are. Then begin to ask the pupils to say something about how hard or easy it was to work with others and discuss if there were any times that they couldn’t agree, or didn’t feel listened to. Ask pupils to share how that felt.  Extension task: If you have time to develop and deepen this part of the learning, use the “what makes a good friend?” discussion worksheet  **Slide 3 & 4.** In this slide you will see quotes from the Bible about friendship. Take each one in turn and talk about what the class thinks that it means. Deepen the discussion by asking pupils to discuss why it is sometimes hard to be friends with others.  In the Bible we hear about both what makes a good friend and the things a friend would not do. In the quote from Jesus he says that a friend must ‘lay down their life’ for others. We are very lucky that we will never be asked to do that but there are times in history when followers of Jesus have shown their true friendship by sacrificing their time, their name, their reputation and even their lives – and not just for their friends, sometimes for strangers. Show pupils **slide 5** which summarises the story of St. Maximilian Kolbe.  Extension Task: Research the story of St. Maximilian Kolbe and make a poster to tell how he showed the characteristics of a good friend.  <http://www.holyspiritinteractive.net/kids/saints/0814_kolbe.asp>, <https://www.catholic.org/saints/fun_facts_arch.php?saint=370>  (These video clips will be useful for the teacher in preparation for learning about his life. <https://www.youtube.com/watch?v=A8MbKF8YfiU>, <https://www.youtube.com/watch?v=KsHiBTLo3aw> )  Read the following Scripture passage:  Matthew 4:18-22 – the call of the Apostles Peter and Andrew **(Slide 6)**  Explain to the class that in this passage Jesus calls people to be his friends. This shows us that *even* Jesus needed friends.  Re read the passage. Point out that Jesus actually goes up to them and asks if they will be his friends – a very brave thing to do.  There are many Gospel passages when Jesus relied on his friends we need friends, family and community to help us with our daily life. Ask pupils to pair and share any Gospel stories they can recall when Jesus was with or needed his friends.  **Show Slide 7.** Remind pupils that the word neighbour doesn’t mean the person who lives next door to them, but means anyone – so that could be a classmate, the lady in the shop, the people we care for in other countries by fundraising, our granparents etc etc.  Ask the pupils to quietly reflect on these words of Jesus and to think about: How do you love your neighbour? What sacrifices do you have to make for your friends? What sacrifices **could** you make for your friends? You may want to play some reflective music while pupils record their answers.  Ask pupils to think about the Bible quote that describes what happens if you are not a good friend. We have thought about how to be a good friend, but what might someone do that would make us think that they were not our friends? Ask pupils to now think about, and shout out, what good friends are not. **Slide8** may be useful here as it takes all of the ‘good friend’ list and reverses them.  In the last part of this lesson, pupils are asked: How do you want to be known?  Ask them to think about all that they have learned about showing friendship. Now they have to consider the question “how do others see you?”, “how would you want to be known?” **show slide** 8. Look at the final point from Dr. Seuss. Pupils should now brainstorm and come up with one word to describe how they would like to be known.  **PART TWO: Making sure that we don’t hurt people?**  Show pupils the video “Think before you Act” <https://www.youtube.com/watch?v=LI92DLRdKYE>  While this is a very short video it has a lot contained within it.   * Ask the children why the big bird wanted to land on the wire? * Does he know that the other birds are angry at him and making a fool of him? (or does he join in thinking it is a joke?) * When he slips, how do the others react? Do any try to help him? * Even though only two try to make him fall, what do the rest all do? Are they also responsible even though they have just stood by and not actually done anything? * Even when he falls, does the big bird realise that the others wanted to get rid of him? * How do you think he will feel when he realises   Explain that it is very easy to think of ways that we hurt people by what we do, but there are as many ways to hurt someone by saying things or even doing nothing.  Ask pupils to work in groups of 3 and pretend that they are different birds from the film and to act out the conversation they would have about what happened. One should be the big bird, another the bird that pecked him to fall and the 3rd one of the birds that did nothing. They can do this as a hotseat exercise with the big bird asking why they acted that way, an interview or make a short scene.  Pupils should stay in these groups of 3 and discuss how the birds should have acted. Ask them to come up with 3 ways that the birds could have been better behaved.  After they have agreed on these 3 ways, give each group a place in the school from the following list:   * The classroom * The dinner hall * The playground * After school care * Walking to school * School clubs * School discos * You can add other places that suit your school context   Ask pupils to think about situations in their designated place (i.e the play ground) where people can be hurt or upset by something that someone else says, does or does not do AND ALSO ways in which others can help or stop it from happening.  Remind pupils of the things that already are in place within school life to help make everyone safe and included. (for example, remind them who to go to if they want to talk about something, where the safe place is for anyone who is feeling bullied or excluded, if you have a worry box etc)  Each group should make a poster or leaflet or cartoon that shows what might happen in school and what can be done to help or stop it.  If possible, this work should be shared at an assembly or added to the school website.  Remind pupils of their work on Reconciliation and forgiveness. In a circle time, talk about how we choose our actions, and sometimes we choose the wrong action. This doesn’t mean that we have to keep choosing the wrong thing though – we can listen to our conscience and the next time we can do the right thing.  Show **:** <https://www.youtube.com/watch?v=kLRMuYf0HEY>  A short video that demonstrates the ‘Golden Rule’ – do unto others as you would have them do unto you.  Connected to that is that we sometimes have to say sorry and mend our friendships with people if we have been unkind, uncaring and unfair.  Then move on to talking about forgiveness and how we are all called to forgive others if they do something which hurts or upsets us. **Use the Forgiveness word document and PDF**  Finish the session by using the podcast – Children’s Daily Examen <https://soundcloud.com/pray-as-you-go/examen-for-children> (5 minutes 45 seconds) to help pupils to think about their day. If you do not access to the internet you can use the **pdf Daily Examen for children**  **PART THREE: Everyone has rights even if they are not right!**  Introduce pupils to the idea of Rights –  <https://www.youtube.com/watch?v=V1BFLitBkco> “The rights of the child” Australia  Take time to explain some of the important messages in the video.   * All children have rights – these are like rules to make sure that all children are safe and protected no matter who they are or where they live. * Adults in lots of countries have made a promise to protect these rules. * Children all over the world help to make sure that they follow the rules too.   Develop this theme by asking the pupils to think about the things that they can do within the class and the school to make sure that everyone’s rights are respected. To help them understand what the word respect means you may want to use the sesame street podcast:  <https://www.youtube.com/watch?v=GOzrAK4gOSo> “Word on the Street” – RESPECT  Creating a class agreement:  You may want to link this session to God’s Loving Plan, pg 43  Once the pupils have a firm understanding of what Rights and Respect mean, ask them to think about what rules they should have within the classroom to make sure that everyone is treated fairly, is safe and respected. Pupils should be allowed to brainstorm and come up with as many ideas as they can. Tell them that they are going to make their own class agreement of all the ways they will love, respect, include and be fair with each other.  <https://www.youtube.com/watch?v=ddvTFgzkS5M> – Minions Classroom rules  Use the video as a fun way to introduce the idea of classroom agreement. Ask if they need all of the rules the minions have – for example the no gum rule, is that needed or do they know that the minions are a wee bit daft. Focus on the helpful minion rules as a way to get started on their own class agreement  To help to broaden their answers, remind them of the work at the beginning of this unit about what makes a good friend. Show them **slide 2 of the power point** again with the list of things a good friend does. Ask them if any of these could be changed to be a list of what a good ‘class mate’ does. Once all of the ideas have been shared ask the class to agree on which ones they would all be willing to put into action. Once these have been agreed make a wall chart or poster that displays each statement, this may begin with a statement such as “We the children in Primary XX are going to show love and respect for each other by….”  Follow Up Work:  Create a celebration board within the classroom. Use this to when any of the pupils show the characteristics of good friends that they have outlined in their classroom agreement, such as helping someone solve a problem, or listening. Pupils should be allowed to nominate each other for a place on the celebration board.  In your pupil council share how the class arrived at their class agreement. Discuss a School Agreement with all pupil council members and display this in all classes. This could also be followed up with the parent council. |

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| **Resources:** |
| <https://www.youtube.com/watch?v=ddvTFgzkS5M> – Minions Classroom rules  <https://www.youtube.com/watch?v=avHdx18pi_U> – What makes a good friend  Word Document: Good Friends Are…  Word Document: Good Friends are not!  Word Document: “what makes a good friend?” discussion worksheet  Good Friends Power point presentation  PDF: Forgiveness Heart  Word Document: Forgiveness  PDF: Daily Examen for children  The following may also be useful on the rights of the child  <https://www.youtube.com/watch?v=J_0LhcSD_UA>  <https://www.youtube.com/watch?v=LN_70HXxd5Y>  God’s Loving Plan – Primary 3 pg 43 |

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| **Evaluation:** |
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