

# **Integrating Education In Human Values (EHV) Into the Teaching and Learning in Your School**

**A Manual**

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This manual with its completed activities forms part of the learning record for the EHV training course *Integrating Education In Human Values (EHV) Into Teaching And Learning*.

To see an example of EHV being integrated into the daily teaching, learning and life of an Irish primary school visit St Brigid's GNS school website at [www.stbrigid.ie/values](http://www.stbrigid.ie/values)

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# Contents

- **Introduction** p4
- **What is EHV?** p5
- **The Five Human Values** p7
- **The Five Teaching Methodologies** p8
- **What Happens in St. Brigid's in Glasnevin** p11
  - ◆ St. Brigid's Values Plan p12
  - ◆ St. Brigid's Approach p16
  - ◆ Values Assemblies p19
  - ◆ The Values Copy p20
  - ◆ Integrating Values into Lessons p22
  - ◆ Timetabling Values Education p24
  - ◆ Resources p24
  - ◆ Values Planning p24
  - ◆ Parental Involvement p25
  - ◆ Community Links p25
  - ◆ Roles and Responsibilities p26
- **Plan for Your Own Classroom or School** p28
- **Further Reading** p30
- **Appendices** p31

Appendix 1: Resources for EHV teaching methodologies

Appendix 2: Cuntas Míosúil Example

# Introduction

In this manual and during this training course we will look at some of the ways in which we in St. Brigid's school in Glasnevin integrate Education in Human Values into the teaching, learning and daily life of our school, in a bid to demonstrate some of the ways in which EHV could be implemented in your own school or classroom. The EHV method of values education with its clear and simple structure can be adapted to suit any context.

The five eternal human values of Love, Truth, Peace, Right Action and Non-Violence are universal to all people regardless of race, physical ability, academic ability, nationality, socio-economic background, religion, colour, gender or age and as such they have the ability to bring unity in diversity. EHV is an inclusive method of values education that integrates easily into all school contexts here in Ireland, including mainstream, religious, non-religious and special schools.

Having worked with EHV with the children in St. Brigid's in a number of classes since 2003, and on a whole school basis since 2016, we see extensive benefits for children in terms of their self-esteem, their sense of self, their confidence, their behaviour, their personal, academic and social skills and their overall wellbeing.

By nurturing children's innate positive human values as they grow up, using this experiential method of values education, we are simply directing them towards their own inherent tools and inner moral compass to navigate the world in which they live.



Love Truth Peace Right Action Non-Violence

# What is EHV?

## 5 Human Values

## 5 Teaching Methodologies

EHV stands for Education In Human Values. EHV is a very simple, yet very powerful form of values education. EHV originated in India as a values education programme founded by Sri Sathya Sai Baba in the 1970s.

The EHV programme of values education holds a very clear structure based around five universal human values. These universal human values are Love, Truth, Peace, Right Action and Non-Violence.

EHV uses a combination of five teaching methodologies to draw out these innate human values. These teaching methodologies are Quote, Story-Telling, Meditation or Silent Sitting, Activity and Group Singing.

The combination of these specific five teaching methodologies is used because together they resonate with all aspects of us as human beings; the mind, the body and the soul.

**EHV's** five main values can be broken down into an infinite number of related sub-values. This poster shows the five main values along with some of their related sub-values and may be useful to use as a starting point for building your own school plan for working with EHV.

<b>TRUTH</b>	<b>LOVE</b>	<b>PEACE</b>	<b>RIGHT ACTION</b>	<b>NON-VIOLENCE</b>
Being Trustworthy	Acceptance	Calmness	Accountability	Active Citizenship
Being Yourself	Caring	Concentration	Being a Good Example	Appreciation
Creativity	Compassion	Contentment	Consideration	Care for the Environment
Curiosity	Dedication	Endurance	Courage	Compassion
Determination	Empathy	Equality	Dependability	Concern for Others
Discrimination	Forgiveness	Equanimity	Duty	Co-operation
Fairness	Friendship	Focus	Fairness	Equality
Fearlessness	Generosity	Gratitude	Good Manners	Forgiveness
Honesty	Happiness	Humility	Gratitude	Gentleness
Integrity	Joy	Limiting Desires	Healthy Eating	Global Awareness
Intuition	Kindness	Mindfulness	Healthy Living	Harmlessness
Reflection	Non-Judgement	Patience	Helpfulness	Inclusiveness
Self-Awareness	Patience	Positivity	Honesty	Loyalty
Self-Knowledge	Purity	Reflection	Perseverance	National Awareness
Self-Worth	Selflessness	Self-Acceptance	Resourcefulness	Recycling
Sense Control	Sharing	Self-Confidence	Respect	Reflection
Speaking-Up	Showing Love	Self-Discipline	Responsibility	Respect for Diversity
Spirit of Enquiry	Thoughtfulness	Self-Respect	Sacrifice	Service
Truthfulness	Tolerance	Simplicity	Self-Control	Solidarity
Unity of Thought, Word and Deed	Understanding	Understanding	Self-Improvement	Teamwork
Wisdom	Wisdom	Wellbeing	Sincerity	Tolerance

# The 5 Human Values

The five eternal human values according to the founder of EHV, Sathya Sai Baba, are Love, Truth, Peace, Right Action and Non-Violence.

“Taken together these values encompass a full vision of the human potential. This includes fulfilment of the quest of the intellect for Truth, the channelling of the will into satisfying expression through Right Action, the resolution of conflicts of human emotions and interactions in the achievement of inner and outer Peace, the expansion of the heart in the flow of Love and the realisation of perfect sympathy for all creation through Non-Violence.” - Sathya Sai Baba

**Love:** The highest love is selfless love. It is love that is unconditional, without attachment and without expecting anything in return.

**Truth:** The highest truth is absolute, changeless in the past, present and future, true at all times and in all places. Truth is not relative or changing according to our perceptions and circumstances.

**Peace:** Absolute peace manifests as inner mental calm and the ability to maintain equanimity in all situations. When we feel peaceful within ourselves we naturally feel peaceful towards others.

**Right Action:** True right action is speaking and acting on the truth that emerges from the heart, the source of human conscience and human values.

**Non-Violence:** Non-violence avoids causing harm to anyone or anything in our thoughts, words and deeds. Non-Violence allows us to appreciate diversity and to cultivate tolerance and respect for all beings and all life.

# The 5 Teaching Methodologies

The five teaching methodologies of EHV are Quote, Story-Telling, Meditation or Silent Sitting, Activity and Group Singing.

## 1. Quote

Quotes are a very effective way to spark thinking and understanding in the mind. Quotes can be powerful and can stay with us for a long time, giving us repeated opportunities to consider a concept or idea. Every time we begin working with a new value we should introduce it with a quote, e.g.

*"If you think you are too small to make a difference, try sleeping with a mosquito." (Dalai Lama XIV)*

## 2. Story-Telling

Stories have the power to engage and inspire us. The message from a story tends to stay with us because we can identify with characters' feelings and emotions. Through stories we learn from other people's experiences, giving us opportunities to reflect on our own. Stories are a great way to demonstrate human values in action.

## 3. Meditation/Silent Sitting

Silent sitting gives us the opportunity to calm our body and our mind and simply be. We do not need to do anything other than to sit still and silently in order to observe and connect with the peace that is our essence. In sitting quietly we can transcend the senses and observe the source of our true selves, the source of our inherent human values of truth and love.



## 4. Activity

Practical activities that engage the body and the mind are a great way to focus on and draw out children's human values. Our values are present and evident in all that we do, so it is very easy to integrate a focus on a value in any activity or game with children, thus reinforcing the value and giving children a practical association with it. As an example, if we were to look at the list of values and sub-values on page 6 in this booklet, how many of these values are being demonstrated while children are playing a game of football? Our job is simply to draw the children's attention to this, giving them the opportunity and the desire to further develop these values in themselves.

## 5. Group Singing

The countless benefits of singing are widely reported. In particular, singing with other people connects us in a way that eliminates barriers and celebrates our shared humanity. The benefits of singing songs together that highlight our shared innate human values further reinforce our understanding of our connectedness with each other, both through the singing and through the focus on the values themselves.



**\*EHV Training Course Activity**

## **EHV Teaching Methodologies**

Task: With a partner, choose any value or sub-value to work with from the poster on p6. Search online to find a quote, a story and a song that you could use to teach that value to children. Afterwards each pair will share their quote, their story and their song with the group as a means of helping each other begin to build up a bank of ideas and resources for your own classroom or school.

For example, if my value was '**Being Reliable**' I might choose...

**Quote:** "Do what you say you will do!" (James M. Kouzes)

**Story:** Aesop's fable 'The Boy Who Cried Wolf'

**Song:** '*Count On Me*' by Bruno Mars

**Name of Value:** \_\_\_\_\_

**Quote:**

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**Story:** (Story can be read or played from internet or youtube etc...)

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**Song:** (Song can be played from internet or youtube etc...)

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# What Happens in St. Brigid's in Glasnevin?

St. Brigid's has been integrating EHV within some classes since 2003, but in 2016 the school began fully integrating the EHV values programme on a whole-school level, becoming the first school in Ireland to adapt and fully integrate EHV into all aspects of the teaching, learning and daily life of the school. In addition to all teachers integrating the values into the teaching in their own classrooms, monthly whole-school values assemblies are hosted by the principal. These monthly values assemblies provide the children with the opportunity to come together and experience a sense of comradeship and shared school spirit through the focus on the shared human values. The children also keep a values copy or journal, in which they each record their own weekly personal reflection on their own use of each week's value.

As we know, the Education in Human Values programme has a very clear structure based around five human values and five teaching methodologies, but how you choose to integrate these values and methodologies into your own school or classroom is entirely up to you. EHV's flexibility allows for it to integrate easily into any school context. The aim of EHV is simply to nurture and draw out the innate positive human values that are already inherent within each child in our care.

To serve as an example, I will outline in this manual exactly how we incorporate EHV into the teaching, learning and daily life of St. Brigid's, but this is by no means a course of implementation that is set in stone. I will include some of our planning templates and lesson ideas which you are free to use or adapt if you feel they would be useful for your own school context.

St. Brigid's is a mainstream, all girls, Catholic primary school in Dublin, but it is worth noting that EHV has also been successfully integrated into various other school contexts in Ireland, including non-religious and special schools. You will know best how to adapt the programme to best serve your own school context.

In St. Brigid's we focus on a different main value every month, focusing on a different related sub-value every week. A values-related song is chosen for each month for everyone to sing together at the monthly values assemblies. Here is an example of an annual whole-school values plan, followed by a blank template that you can use as a starting point for creating your own school plan.



## St. Brigid's Values Plan 2020-2021

<b>September</b>					<b>VALUE = PEACE</b>					Song: Light A Candle For Peace					
		Week 1: 31 <sup>st</sup> – 4 <sup>th</sup>		Week 2: 7 <sup>th</sup> – 11 <sup>th</sup>		Week 3: 14 <sup>th</sup> – 18 <sup>th</sup>		Week 4: 21 <sup>st</sup> – 25 <sup>th</sup>							
<u>Related value:</u>		<b>Calmness</b>		<b>Patience</b>		<b>Positivity</b>		<b>Wellbeing</b>							
<b>October</b>					<b>VALUE = TRUTH</b>					Juniors Song: All About Honesty Seniors Song: You and Me (Descendants 2 Movie)					
		Week 1: 28 <sup>th</sup> – 2 <sup>nd</sup>		Week 2: 5 <sup>th</sup> – 9 <sup>th</sup>		Week 3: 12 <sup>th</sup> – 16 <sup>th</sup>		Week 4: 19 <sup>th</sup> – 23 <sup>rd</sup>							
<u>Related value:</u>		<b>Honesty</b>		<b>Be Yourself</b>		<b>Determination</b>		<b>Curiosity</b>							
<b>November</b>					<b>VALUE = LOVE</b>					Song: Friends Theme song					
		Week 1: 2 <sup>nd</sup> – 6 <sup>th</sup>		Week 2: 9 <sup>th</sup> – 13 <sup>th</sup>		Week 3: 16 <sup>th</sup> – 20 <sup>th</sup>		Week 4: 23 <sup>rd</sup> – 27 <sup>th</sup>							
<u>Related value:</u>		<b>Compassion</b>		<b>Friendship</b>		<b>Kindness</b>		<b>Caring</b>							
<b>December</b>					<b>VALUE = NON-VIOLENCE</b>					Song: Joy To The World					
		Week 1: 30 <sup>th</sup> – 4 <sup>th</sup>		Week 2: 7 <sup>th</sup> – 11 <sup>th</sup>		Week 3: 14 <sup>th</sup> – 18 <sup>th</sup>		Week 4							
<u>Related value:</u>		<b>Respect for Diversity</b>		<b>Concern For Others</b>		<b>Service to Others</b>		(Christmas break)							

<b>January</b> <b>VALUE = RIGHT ACTION</b> Songs: Juniors – Good Manners Song Seniors – The Climb (Miley Cyrus)				
	Week 1: 6 <sup>th</sup> – 8 <sup>th</sup>	Week 2: 11 <sup>th</sup> – 15 <sup>th</sup>	Week 3: 18 <sup>th</sup> – 22 <sup>nd</sup>	Week 4: 25 <sup>th</sup> – 29 <sup>th</sup>
<u>Related value:</u>	<b>Good Manners</b>	<b>Healthy Eating</b>	<b>Healthy Living</b>	<b>Self-Control</b>
<b>February</b> <b>VALUE = LOVE</b> Song: Juniors–Toystory You’ve Got a Friend In Me Seniors – Lean On Me				
	Week 1: 1 <sup>st</sup> – 5 <sup>th</sup>	Week 2: 8 <sup>th</sup> – 12 <sup>th</sup>	Week 3: 15 <sup>th</sup> – 19 <sup>th</sup>	Week 5: 22 <sup>nd</sup> – 26 <sup>th</sup>
<u>Related value:</u>	<b>Showing Love</b>	<b>Generosity</b>	(Mid-term break)	<b>Forgiveness</b>
<b>March</b> <b>VALUE = NON-VIOLENCE</b> Song: Moment of Truth (Smallfoot)				
	Week 1: 1 <sup>st</sup> – 5 <sup>th</sup>	Week 2: 8 <sup>th</sup> – 12 <sup>th</sup>	Week 3: 15 <sup>th</sup> – 19 <sup>th</sup>	Week 4: 22 <sup>nd</sup> – 26 <sup>th</sup>
<u>Related value:</u>	<b>Gentleness</b>	<b>Co-operation</b>	<b>Tolerance</b>	<b>Teamwork</b>
<b>April</b> <b>VALUE = PEACE</b> Song: Imagine (Glee version)				
	Week 1: 29 <sup>th</sup> – 2 <sup>nd</sup>	Week 2: 5 <sup>th</sup> – 9 <sup>th</sup>	Week 3: 12 <sup>th</sup> – 16 <sup>th</sup>	Week 4: 19 <sup>th</sup> – 23 <sup>rd</sup>
<u>Related value:</u>	(Easter break)		<b>Equality</b>	<b>Concentration</b>
				<b>Endurance</b>
<b>May</b> <b>VALUE = TRUTH</b> Song: Let It Go (Frozen)				
	Week 1: 3 <sup>rd</sup> – 7 <sup>th</sup>	Week 2: 10 <sup>th</sup> – 14 <sup>th</sup>	Week 3: 17 <sup>th</sup> – 21 <sup>st</sup>	Week 4: 24 <sup>th</sup> – 28 <sup>th</sup>
<u>Related value:</u>	(Mid-term break)	<b>Telling the Truth</b>	<b>Fearlessness</b>	<b>Self-Awareness</b>
<b>June</b> <b>VALUE = RIGHT ACTION</b> Songs: Juniors-The Right Action Song Seniors – Brave (Sara Bareilles)				
	Week 1: 31 <sup>st</sup> – 4 <sup>th</sup>	Week 2: 7 <sup>th</sup> – 11 <sup>th</sup>	Week 3: 14 <sup>th</sup> – 18 <sup>th</sup>	Week 4: 21 <sup>st</sup> – 25 <sup>th</sup>
<u>Related value:</u>	<b>Perseverance</b>	<b>Courage</b>	<b>Self-Improvement</b>	<b>Sincerity</b>

**\*EHV Training Course Activity**

This blank Values Plan template can be used as a starting point for creating your own school or classroom Values Plan. Use the Values and Sub-Values poster on p6 in this manual to help choose the values and sub-values for your plan.

## Blank Values Plan Template

<b>September</b>	<b>VALUE =</b>			Song:
	Week 1:	Week 2:	Week 3:	Week 4:
<u>Related value:</u>				
<b>October</b>	<b>VALUE =</b>			Song:
	Week 1:	Week 2:	Week 3:	Week 4:
<u>Related value:</u>				
<b>November</b>	<b>VALUE =</b>			Song:
	Week 1:	Week 2:	Week 3:	Week 4:
<u>Related value:</u>				
<b>December</b>	<b>VALUE = NON-VIOLENCE</b>			Song:
	Week 1:	Week 2:	Week 3:	Week 4
<u>Related value:</u>				(Christmas break)

January					VALUE =		Song:	
	Week 1:	Week 2:	Week 3:	Week 4:				
<u>Related value:</u>								
February					VALUE =		Song:	
	Week 1:	Week 2:	Week 3:	Week 4:				
<u>Related value:</u>			(Mid-term break)					
March					VALUE =		Song:	
	Week 1:	Week 2:	Week 3:	Week 4:				
<u>Related value:</u>								
April					VALUE =		Song:	
	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:			
<u>Related value:</u>	(Easter break)							
May					VALUE =		Song:	
	Week 1:	Week 2:	Week 3:	Week 4:				
<u>Related value:</u>	(Mid-term break)							
June					VALUE =		Song:	
	Week 1:	Week 2:	Week 3:	Week 4:				
<u>Related value:</u>								

# St. Brigid's Approach

St. Brigid's uses a combination of approaches towards the fostering of the values, both outside and inside of the classrooms. I will outline these approaches below, according to monthly, weekly and daily actions:

## Monthly

### ◆ **Monthly Values Assemblies**

Two Values Assemblies are held in the school hall during the second week of every month, one for the junior classes (Jun Infs – 2nd) followed by one for the senior classes (3rd – 6th). The assemblies include a discourse and power-point around the new value for the month, and/or a related sub-value. The values assembly also includes silent meditation time, a story relating to the value and a song sung by everyone together. A short video slideshow highlighting some of the previous month's values-related activities, lessons and displays from around the school is also shown.

### ◆ **Values Display Board in School Hall**

Each month we have a new whole-school 'Value of the Month'. The new value for the month is shown on the values display board in the school hall. This value is always one of the five main human values of Truth, Love, Peace, Right Action or Non-Violence.

### ◆ **School newsletter**

Each month the new value for the month and the related weekly values are communicated to parents through the monthly school newsletter that is sent home with the children.

### ◆ **School website**

Each month the school website's main blog and the values page and blog are updated with the latest values, songs and video slideshow of recent values related activities.

### ◆ **Twitter**

Each month the new value for that month, and the related weekly values, are posted on the school Twitter account, along with the song for that month.



- ◆ **Song**

Each month all teachers teach their classes the values song that will be sung by the whole school at the upcoming values assembly.

- ◆ **Slideshow**

Each month a movie slideshow summary of the previous month's values related activities, displays and lessons from around the school is made and shown to the children at values assemblies. These slideshows are also posted on the school website, blog and twitter.

## **Weekly**

- ◆ **Values Display Board in School Hall**

Each week we have a new whole-school 'Value of the Week'. This value is a related sub-value to the value for that month. The new value for the week is shown on the values display board in the school hall.

- ◆ **Communication with Staff**

On Mondays the principal sends general notes for the week to all members of staff. These notes are headed with the value of the month and the value for that week, along with a related values-based quote for that week.

- ◆ **Quote**

At the beginning of every week the principal writes the values quote for the week on the staffroom notice board.

- ◆ **Discussions in Class with Children**

Within every classroom the teacher introduces and discusses the new value every week with the children. The teacher encourages the children to think about their own, and others', use of that value.

- ◆ **Integrating Values Into Lessons**

Teachers integrate the value of each week into various school subjects and lessons throughout the week in class.

- ◆ **Values Copies or Journals**

Every teacher has a set of values copies in their classroom. As a form of self-reflection, each week each child writes about a time when she showed the value of that week, e.g. kindness. The older children might also explain a little about the effect that their use of that value had on themselves and on the people around them.

- ◆ **Intercom Every Friday**

Two or three children read or tell their story from their Values Copy to the whole school over the intercom describing a time when they demonstrated the value of the past week.

- ◆ **Classroom Noticeboards**

Classrooms have a values noticeboard or area where they display the names of the latest values every week and month.

- ◆ **Twitter**

The name of the new value each week is tweeted on Mondays from our school twitter account along with the quote for that week.

## Daily

- ◆ **Reflection**

Whenever relevant throughout the day, teachers may refer to the values as a way of reinforcing the children's positive behaviours and of encouraging them to reflect on their own actions and on the consequences of their own actions.

- ◆ **Meditation**

Teachers practise silent meditation or 'heartfulness time' with the children in their own classrooms as often as is practicable, ideally one short meditation each day.

- ◆ **Integration**

Teachers integrate values stories, activities and references into their lessons as often as they see fit.

# Values Assemblies

The monthly values assemblies are a very important element of the values programme in St. Brigid's. In a video that can be found on the St. Brigid's school website, principal Darina Burke describes how the values assemblies run. This video can be found at <http://www.stbrigid.ie/values.html>

The monthly values assemblies provide the children and staff with an opportunity to come together and experience a sense of shared solidarity through the focus on the human values.

A values assembly will typically involve the children walking silently into the hall before sitting quietly until everyone has arrived in the hall. A candle lighting at the top of the room adds to the peaceful atmosphere. The assembly begins with a video summary of the children taking part in some of the previous month's values lessons and activities around the school before the new value for the month is introduced and explained. The assembly lasts approximately 20 - 30 minutes and always includes the EHV teaching methodologies of silent meditation and a story relating to the value for that month. Each month's values assembly ends with everyone singing together the song for that month.

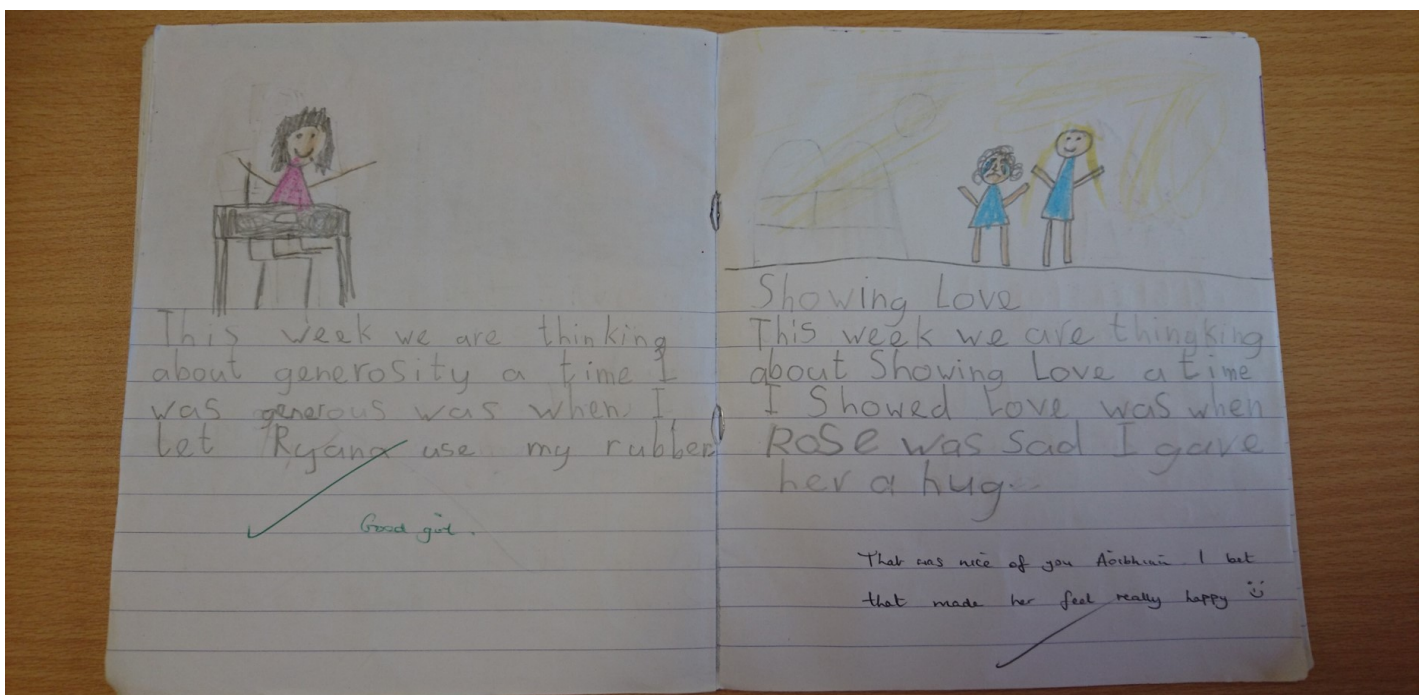


# The Values Copy

We find the use of a values copy or journal to be another important element of the values programme in St. Brigid's as it gives the children the opportunity to reflect on their own understanding and use of each value each week. It also gives them an *experiential* understanding of each value and of the effects that their use of this value can have on themselves and on the other people around them.

The child's weekly personal reflection need not necessarily be written into a copy, it can alternatively be drawn, recounted orally or recorded digitally. The weekly personal reflection by the child on their use of each different value each week is done at home as homework, so that the parents and family can be involved in the discussion around the child's use of the value that week. The following day in school the child will read or tell the story of their use of the value to the teacher and the rest of the class.

This simple process of giving the child the opportunity to reflect on her use of each week's value, while at the same time receiving acknowledgement for this from the combination of her family, her peers and her teacher, goes a long way towards fostering wellbeing in the child and building in her a strong, positive sense of self. As the weeks and months progress using this continual focus on each of the human values to draw out the child's innate goodness, she comes to know herself as the good and important person that she is, as she realises that she embodies all of these positive human values.



## **Personal Reflection Activity**

Task: Randomly select a value or sub-value from the poster on p6 of this manual. Write the name of your value. Then describe a situation where you have used that value and the effect that that had on you and on those around you.

Writing this kind of personal reflection will help us to understand the important personal reflection process that the children themselves go through every week using their values copy. It develops their self-awareness and sense of who they are as a person. As the child focuses on a different positive human value each week he/she quickly comes to realise that he/she actually embodies and displays these positive values and character traits regularly. The children's sense of self and self-esteem grows as they see themselves in this light and consequently their behaviour changes. They are proud of their actions and they take responsibility for them.

Name of Value: \_\_\_\_\_

Situation: \_\_\_\_\_

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# Integrating Values Into Lessons

In each classroom, as well as being taught discretely, values are integrated into the various curricular areas in many ways.

For example;

**Oral Language** - Discussions around the new value each week, children's personal reflections on their use of the values and the effects of that, etc.

**Reading** - Choice of texts and stories can be values-based (e.g. Aesop's fables), children reading their values copies aloud in class, etc.

**Writing** - Story writing based on values, writing values copy entries, etc.

**History** - Looking at role models in history e.g. Ghandi, Mother Teresa, Mary Robinson, the lives of saints etc.

**Geography** - Human environments, Environmental awareness and care

**Science** - Living things, Environmental awareness and care

**Visual Arts** - Values-related displays, paintings, drawings, crafts, constructions, etc

**Drama** - Values-related improvisations, role-play, games, script writing, etc.

**Music** – A new values song is taught in every class every month in preparation for each upcoming Values Assembly. (A whole-school Values Singing Assembly is also held at end of each school year revisiting all of the values songs from that year.)

**Religion** - Values education integrates naturally into Religion lessons as the values are so clearly evident in the lives of Jesus, Mary and the saints, as well as in the scriptures, prayers and doctrine of the Catholic Church. In addition, the Grow in Love programme contains lessons based specifically around love and kindness

**SPHE** - Self-identity, self-awareness, developing self-confidence, health and well-being, food and nutrition, feelings and emotions, making decisions, relating to others, resolving conflict, developing citizenship, my school community, local and wider communities, environmental care, etc.

**PE** - The use of good values can be referenced and fostered during PE lessons, particularly in relation to fair play and sportsmanship. Specific values such as concentration, focus, endurance, healthy living, co-operation, teamwork, etc. can also be experienced and nurtured during PE.

**ICT** - The importance of human values while communicating online is emphasised when teaching about appropriate and positive online behaviours .

**\*EHV Training Course Activity**

## Lesson Plan Integrating Values

Task: With a partner, use this template to choose any curriculum subject area and design a lesson integrating a values focus. Identify the specific curriculum subject objectives you are addressing. Identify the values you are addressing.

Date:	Class level:	Subject:
Strand:	Strand Unit:	
Content/Curriculum objectives being addressed:		
Human Value or Values being addressed:		
Learning objectives: The pupil will...	Learning activities:	
	Resources:	

# Timetabling Values Education

In the classroom, for the most part, values teaching happens through integration into the different curricular areas. As such, it may be timetabled as part of any number of subjects on any given week. Discretionary teaching time is also used for the discrete teaching of the new value each week, i.e. to introduce and discuss the new value on a Monday morning and also to allow time for each child to read her values copy homework aloud to the rest of the class on a Thursday. Whole-school values assemblies are timetabled once a month.

## Resources

There are countless resources freely available on the internet and all around us that can be used for EHV's five teaching methodologies of quote, story, silent sitting or meditation, activity and song. I will include here some examples of online resources and websites that could be useful for your school at the back of this manual at Appendix 1.

It is also useful to build up a physical and digital bank of values-related story books, activity books, lessons, songs, meditations and other resources to keep in your school.

## Values Planning

For planning purposes, teachers consult the whole school Annual Values Plan (on pages 12–13 here) that outlines the monthly and weekly values for the upcoming school year. Teachers' values-related lessons and activities are recorded in their short term plans and are outlined in their Cuntas Míosúil. See an example of this at Appendix 2.



# Parental Involvement

We encourage parents to talk to their children about their child's use of each week's value. This is facilitated through the values copy homework task each week.

Parents are kept up to date with the new values each month and each week through Twitter, the school website and monthly newsletters. Our values quotes, songs and videos are regularly posted online for parents to access.

Information about our values education programme in St. Brigid's is available for parents on our school website at [www.stbrigid.ie/values](http://www.stbrigid.ie/values) and also in the Information Booklet about St. Brigid's School that is given as part of a welcome pack to parents of incoming junior infants each year. The values programme is explained during Welcome Meetings for parents at the beginning of each school year also.

## Community Links

Along with encouraging family discussions around values through the values homework, we deliberately utilise digital technologies to share the values focus with the wider school community.

Every Monday morning Twitter is used to announce St. Brigid's new value for the week. Twitter and the school website is also used to share values quotes, songs, videos and pictures of values-related activities that are taking place around the school each month.

The values blog on the school website is kept up to date with weekly and monthly values news at [www.stbrigid.ie/values-blog](http://www.stbrigid.ie/values-blog)

Occasionally, positive role-models from the community may be invited to speak at Values Assemblies.

# Roles and Responsibilities

To ensure the smooth and consistent running of the values programme in your school it can be useful to share out roles and responsibilities among yourselves.

To serve as an example, this is how the roles and responsibilities for the values programme are shared in St. Brigid's:

The principal delivers junior and senior values assemblies each month.

One staff member acts as a values co-ordinator. The values co-ordinator draws up a whole-school annual values plan each year in consultation with the principal. The plan will include a suitable song for each month.

The values co-ordinator compiles a bank of quotes at the beginning of each year to link with the weekly values for the upcoming year.

Teachers introduce, explain and discuss the week's new value with their class at the beginning of every week.

Children consider and reflect on their use of each value each week and the effects of this on themselves and on others around them.

Teachers ensure that all children in their class have a values copy to complete their weekly personal reflection on their use of each value

Teachers integrate the value each week into lessons and daily life in the classroom as much as possible throughout the week.

Teachers regularly encourage and praise the use of good values among the children.

Teachers have a values noticeboard or area within their classroom displaying the monthly and weekly values.

An SNA changes the weekly and monthly values on the main values noticeboard in the main school hall every week.

The school secretary includes each month's value, and related weekly sub-values, in the school newsletter that is sent home with the children every month.

The values co-ordinator gathers photos and videos of values related lessons and displays and activities that take place around the school each month and makes a short values video slideshow to be shown at assembly.

Teachers practise silent meditation with the children in their own classrooms as often as is practicable, ideally one short meditation each day.

Teachers teach their classes the values song for the upcoming values assembly each month.

The principal includes the value of the month and for the week in the notes for the week for all staff members, along with the values quote for that week.

The principal writes the values quote for the week on the staffroom notice board at the beginning of every week.

The values co-ordinator keeps Twitter and the school website's values page and blog updated with weekly and monthly values, quotes, songs, video slideshows and news.

The principal invites two or three children from one class to read their values copy entries aloud over the intercom every Friday.

Parents play an important role in supporting the school's values programme, by including the values in conversations at home, being involved with their child's values homework and keeping up to date on social media and the website with the school's weekly values focus.

It is the responsibility of the principal to oversee the implementation of the school's values plan and support staff in the nurturing of the human values in the children.

# Plan for Your Own Classroom or School

During this training course we have looked at how St. Brigid's in Glasnevin has adapted and integrated the EHV method of values education into their school as an example of how a primary school can do this, but how you choose to integrate EHV into your own school or classroom is entirely up to you. There are no rules and every school is different. The simple structure of EHV with its five human values and its five teaching methodologies can be applied in whatever way you find best suits your own classroom or school.

You might choose to begin with just one class in your school with a view to spreading the programme further next year, or you might choose to begin with the whole-school assemblies alone before introducing EHV at every class level. Whatever way you choose to bring values education to the children in your school you can't go wrong - whatever way you do it you are arming the children in your care with an invaluable set of tools to navigate life's journey!

The final task on this course is to take a few minutes to think back over the week and jot down for yourself a list of ideas that you plan to implement in your school in September.

And finally, remember should you ever have any questions in relation to EHV or implementing values education in your school, we at St. Brigid's are always happy to help or offer support in whatever way we can, so please don't hesitate to get in touch.

Good luck!

## **Values ideas that I intend to implement in my classroom or school in September**

Task: Thinking back over this course, write a list for yourself of the values ideas or lessons that you plan to implement in your classroom or school this coming September.

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# Further Reading

Robinson, J., 2019, *The Crucial Early Childhood Years—Educare*, SSS Trust Publications Division, India.

Sri Sathya Sai, Burrows, L. (compiler), Sathya Sai (Author), 1981, *Sathya Sai Education in Human Values*, SSS Trust Publications Division, India.

# Appendices

## Appendix 1: Useful websites/resources for EHV teaching methodologies

### Quotes

Google images has an endless amount of printable quotes easily searched by value

### Meditations

<https://www.greenchildmagazine.com/guided-relaxation/> 24 free guided meditation scripts

<https://www.relaxkids.com/product/The-Magic-Box/21> 52 mindful meditations for children

<https://www.relaxkids.com/Relax-Kids-CDs> Marneta Viegas' guided meditation cds

\* There are lots of guided meditations (both scripts and audio) available for children online and on YouTube for free

### Stories

[www.freestoriesforkids.com](http://www.freestoriesforkids.com) Great website with hundreds of stories sorted by value

Aesop's Fables - Widely available

[www.kidsworldfun.com](http://www.kidsworldfun.com) Moral stories for children

[www.bedtimeshortstories.com](http://www.bedtimeshortstories.com) Moral stories for children

[www.issuu.com/hv4k](http://www.issuu.com/hv4k) The Human Values 4 Kids foundation, USA.

<http://www.humanvaluesfoundation.com/> Human Values Foundation UK.

<https://betterlesson.com/community/document/103675/aesops-fables-readers-theater>

Aesop's Fables Readers Theatres scripts

\* There are many short values-based stories and videos online and especially on YouTube (useful to search by name of value each week)

### Activities

<http://www.kidsinco.com/> Free play scripts organised by moral value

<http://www.bisse.org.uk/> Many free downloadable lesson plans and activities

### Songs

See following page for some ideas of songs that can be used for working with values.

## Some examples of SONGS demonstrating human values that could be used with children...

	LOVE	TRUTH	PEACE	RIGHT ACTION	NON-VIOLENCE
1	I'll Be There For You – Theme song from Friends	All About Honesty rap – YouTube	I've Got Peace Like a River - YouTube	Count On Me by Bruno Mars	Heal The World by Michael Jackson
2	You've Got a Friend In Me – Theme song from Toystory movie	Truth rap – YouTube	Imagine by John Lennon	Courage by *Singer - YouTube	I Am a Little Ant – YouTube (junior classes)
3	Try A Little Kindness by Glen Campbell	Make Your Own Kind of Music by Mama Cass	A Little Peace by Nicole	Respect Rap – YouTube	Peace On Earth by David Bowie and Bing Crosby (Christmas song)
4	All You Need Is Love by The Beatles	Three Little Birds by Bob Marley	I'd Like To Teach the World to Sing - Coca Cola ad on YouTube	It's About Respect (Check It Out) Rap - YouTube	What A Wonderful World by Louis Armstrong
5	Put a Little Love in Your Heart by Jackie DeShannon	Don't Worry, Be Happy by Bobby McFerrin	May There Be Peace song from The Lion Guard - YouTube	Right Action by Franz Ferdinand	Last Night I Had the Strangest Dream by Ed McCurdy
6	If You're Happy And You Know It	'Don't Give Up' - Bruno Mars	Light A Candle For Peace - YouTube	Right Action Song – EHV song youtube	All God's Creatures – Mackem and Clancy
7	Lean On Me	'Try Everything' - Shakira	Silent Night	'What I am' by Will.i.am – sesame street version	It's A Small World
8	I Love You – Barney song	(Something Inside) So Strong - Labi Siffre	Peace on Earth/Little Drummer Boy	Safe Cross Code	Co-operation Song - youtube

\*There are many human values songs on YouTube by 'Singer' listed by name of value



## Appendix 2: Example of a Cuntas Míósúil with values integration highlighted

\* Values related integration highlighted

### Short Term Planning/Cuntas Míósúil

<b>Date:</b> Oct 3 <sup>rd</sup> – 9 <sup>th</sup> & Oct 17 <sup>th</sup> – 23 <sup>rd</sup>	<b>Class level:</b> 2 <sup>nd</sup> Class
<b>Special Events:</b> Values Truth assembly 8 <sup>th</sup> Oct, Maths week 13 <sup>th</sup> – 21 <sup>st</sup> Oct	

### English

Strand: Oral language	Milestone	Learning Objectives/Activities/Experiences	C.M. and Teacher Reflection
<b>Learning Outcomes</b> 1.Engagement, listening and attention 2,3 Social conventions and awareness of others 4. Sentence structure and grammar 5,6 Acquisition and use of vocabulary 7.Demonstration of understanding 8,9 Requests and questions 10.Categorisation 11. Retelling and elaborating 12. Playful and creative use of language 13. Information giving, explanation and justification 14.Description, prediction and reflection.	f-g	<b>Learning Objectives/Activities/Experiences</b> <i>That the child will be enabled to:</i> <ul style="list-style-type: none"> <li>Discuss plan for the day</li> <li>Discuss images, characters and storylines for The Grumpy Teaspoon stories from Units 7, 8 and 11.</li> <li>Predict the storyline and discuss author's intent.</li> <li>Discuss and suggest words with 'ea' for the /e/ sound</li> <li>Discuss the meaning of the value of each week</li> <li>Engage in two small group and whole class debates; Outside play v. play on tablet and better to give or to get?</li> <li>Talk about writing poetry, limericks and poem structure</li> </ul> <b>Focus on:</b> <b>Element: Communicating</b> <b>Learning Outcome: 1.Engagement, listening and attention</b> Small group and whole class debating	C.M. and Teacher Reflection
<b>Strand: Reading</b> <b>Learning Outcomes</b> 1.Engagement 2.Motivation and choice 3. Conventions of print 4.Phonological and phonemic awareness 5.Phonics and word recognition 6.Reading vocabulary 7.Purpose, genre and voice 8,9 Comprehension 10.Flucy and self-correction	f	<b>Learning Objectives/Activities/Experiences</b> <i>That the child will be enabled to:</i> <ul style="list-style-type: none"> <li>Choose and read from a range of library books daily</li> <li>Read stories from The Grumpy Teaspoon Units 7, 8 &amp; 11</li> <li>Read, discuss and predict the story from library books</li> <li>Read sentences with exclamation marks</li> <li>Read from a differentiated reader daily for homework</li> <li>Read words with 'ea' for the /e/ sound.</li> <li>Revise proper nouns; days, months (capital letters)</li> <li>Read values reflections aloud to the class</li> <li>Read the following writing genres: entertaining and informing narrative</li> </ul> <b>Reading Fluency:</b> Engage in repeated and assisted reading, listen to the teacher modelling fluent reading, listen to a values story being read online. Read Dolch words - lists 6 & 8. <b>Values Reader's Theatre: Being Yourself</b> <b>Focus on: Element: Communicating</b> <b>Learning Outcome: 1.Engagement</b> Interpreting author's intent	
<b>Strand: Writing</b> <b>Learning Outcomes</b> 1.Engagement 2.Motivation and choice 3.Conventions of print and sentence structure 4.Spelling 5.Vocabulary 6. Purpose, genre and voice 7.Writing process 8.Response and author's intent 9.Handwriting	f-g	<b>Learning Objectives/Activities/Experiences</b> <i>That the child will be enabled to:</i> <ul style="list-style-type: none"> <li>Exploring Genres – Entertaining: Write a limerick poem, Informing narrative: Write a newspaper ad.</li> <li>Write words with 'ea' for the /e/ sound.</li> <li>Observe the teacher modelling letters on the whiteboard</li> <li>Develop accuracy and presentation when completing written activities in class and at home</li> <li>Complete written activities based on The Grumpy Teaspoon Units 7, 8 and 11.</li> <li>Write sentences with exclamation marks</li> <li>Write proper nouns; days, months (capital letters)</li> <li>Write personal reflections on our use of the value of the week</li> </ul>	

	<ul style="list-style-type: none"> <li>• Writing in various genres; namely entertaining (limerick poems) and informative (newspaper ads)</li> </ul> <p><b>Handwriting:</b> Practise writing letters. All Write Now p14-15 and p18-19.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Write sentences using exclamation marks</li> <li>• Complete activities in <i>Jolly Grammar</i> bk units 6 and 8.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Learn 10 spellings from Wks 6 &amp; 8 in <i>Jolly Grammar</i> book and write into sentences</li> </ul> <p><b>Focus on:</b>  <b>Element: Communicating</b>  <b>Learning Outcome: 1.Engagement</b> Exploring Genres – Entertaining, and Informative narrative  <b>Element: Exploring and Using</b>  <b>Learning Outcome: 9. Handwriting</b></p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• The Grumpy Teaspoon Units 7, 8 and 11.</li> <li>• Jolly Grammar units 6&amp;8</li> <li>• Dolch words lists 6 and 8</li> <li>• Interactive whiteboard and internet</li> <li>• Whiteboard/ whiteboard markers</li> <li>• Copies</li> <li>• All Write Now p14-15 and p18-19</li> <li>• Graded parallel readers</li> </ul>	<p><b>Integration and Linkage:</b></p> <ul style="list-style-type: none"> <li>• ICT</li> <li>• Drama</li> <li>• Values</li> <li>• SPHE</li> </ul>	

**Many of the Learning Outcomes will be addressed on a daily basis and in accordance with school policy one or two Learning Outcomes will be specifically focused on each fortnight.**

## Maths

<p><b>Learning Content and Objectives:</b>  <b>Strands:</b> <a href="#">Data, Shape and Space</a>  <b>Strand Units:</b> <a href="#">Data, 2D Shapes</a>  * + <a href="#">Halloween Assessment Test</a>  * + <a href="#">Maths week – playing games and interactive games</a>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>● Sort and classify sets of objects by 2 and 3 criteria.</li> <li>● Represent, read and interpret simple tables and charts.</li> <li>● Represent, read and interpret simple block graphs</li> <li>● Sort, describe, compare and name 2-D shapes: square, rectangle, triangle, circle, semi-circle, oval.</li> <li>● Construct and draw 2-D shapes.</li> <li>● Combine and partition 2-D shapes.</li> <li>● Identify half and quarter of shapes.</li> <li>● Identify and discuss the use of 2-D shapes in the environment.</li> <li>● Explore and recognise angles in the environment</li> </ul> <p><b>Problem Solving:</b> Working with in-class support teacher and class teacher together work in small groups to play <b>problem solving games and puzzles.</b></p>	<p><b>C.M. and Teacher Reflection</b></p>	<p><b>Mathematical Skills&amp;Concepts:</b></p> <ul style="list-style-type: none"> <li>● Applying and Problem Solving</li> <li>● Communicating and Expressing</li> <li>● Integrating and Connecting</li> <li>● Reasoning</li> <li>● Implementing</li> <li>● Understanding and Recalling</li> </ul> <p><b>Mathematical Language:</b></p> <ul style="list-style-type: none"> <li>● sort, classify, more, less, the same, altogether, order, block graph, most, least, how many more?, how many less?</li> <li>● square, rectangle, triangle, circle, semicircle, oval, 2-dimensional, construct, side, corner, straight, curved, round, point, flat, edge, half, quarter, fit together</li> </ul>
<p><b>Mental/Oral Maths:</b></p> <ul style="list-style-type: none"> <li>● Five minutes daily revising numbers, doubles, ordering, finding numbers, counting forwards/backwards in 2s, 5s, 10s etc. and hundred square work</li> <li>● Learn the '6+' and '8+' tables</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Cracking Maths Halloween Assessment test and tracking template</li> <li>● Maths week games, resources and puzzles</li> <li>● Hula hoops, selection of large and small, coloured 2D shapes</li> <li>● 100 squares, number lines</li> <li>● Scoilnet.ie maths games</li> <li>● Selection of 2-D shapes (square, rectangle, triangle, circle, semi-circle and oval)</li> <li>● Printable 2-D shapes templates</li> <li>● Shape poem, song and games</li> <li>● Practice Book pages 11, 12 and 14</li> <li>● Templates, differentiation and enrichment worksheets in the Teacher's Handbook</li> <li>● Pupil's Book p28-31 and p38-40</li> <li>● Cracking Maths online tools and ebook</li> <li>● Interactive whiteboard</li> </ul>	<p><b>Integration and Linkage:</b></p> <ul style="list-style-type: none"> <li>● English oral language</li> <li>● Art</li> <li>● ICT</li> <li>● PE</li> <li>● <b>Values</b></li> </ul>

## Gaeilge

<b>Téamaí: An Scoil &amp; Ócáidí Speisialta – Oíche Shamhna</b>			
<b>Feidhmeanna Teanga:</b> <i>Ba chóir go gcuirfí ar chumas an pháiste:</i>			
<b>Caidreamh sóisialta a dhéanamh</b>	<b>Dul i gcion an dhuine nó ar dhaoine eile</b>	<b>Dearcadh a léiriú agus a lorg</b> <b>Eolas a thabhairt agus a lorg</b>	<b>Soiléiriú a lorg i geomhrá.</b> <b>Struchtúr a chur ar chomhrá.</b>
<p><b>Teanga ó Bhéal</b></p> <p><b>Toradh Foghlama</b></p> <p>1. Rannpháirtíocht, éisteacht agus aird.</p> <p>2,3. Gnásanna sóisialta agus feasacht ar dhaoine eile.</p> <p>4. Struchtúr abairte agus gramadach.</p> <p>5,6 Stór focal a shealbhú agus a úsáid.</p> <p>7. Tuiscint a léiriú</p> <p>8,9 Iarratais agus ceisteanna</p> <p>10. Catagóirí</p> <p>11. Athinsint agus míonléiriú.</p> <p>12. Teanga a úsáid go spráilil agus go cruthaitheach</p> <p>13. Eolas, míniú agus údar a thabhairt</p> <p>14. Cur síos, tuar agus machnamh</p>	<p><small>Mion-chluistanna</small></p> <p><small>Dul chun Chian</small></p> <p style="font-size: 2em; font-weight: bold;">c</p>	<p><b>Gníomhaíochtaí:</b></p> <p><i>Go gcuirfí ar chumas an pháiste:</i></p> <ul style="list-style-type: none"> <li>• Dán – Ar Scoil</li> <li>• Dán – Oíche Shamhna</li> </ul> <p style="text-align: center;"><b>Caint an Ranga &amp; Eiseamláirí Teanga – Ar Scoil</b></p> <p>Cá bhfuil ___? Tá ___ (an bosca bruscair, srl.) ___. Nil a fhios agam.</p> <p>Rinne mé dearmad ar an ___. Tá ___ agam.</p> <p>Seo duit é. Go raibh maith agat. Tá fáilte romhat.</p> <p>Maith sibh.</p> <p>Tá sé in am dul abhaile. Piocaigi suas an bruscar. Cuirigí an bruscar isteach sa bhosca bruscair.</p> <p>Faighigí bhur gcótaí. Cuirigí oraibh bhur gcótaí. Déanaigí deifir. Téigí isteach sa líne.</p> <p>Slán abhaile. Slán agus go raibh maith agat.</p> <p>Comhair na páistí atá sa líne. Cé atá sa líne? Tá ___ sa líne.</p> <p>Nil mé sa líne. Téigh isteach sa líne. Brostaigh ort.</p> <p>Chuaigh Ruairí ar scoil ar a rothar. Chonaic sé an múinteoir sa chlós.</p> <p>‘Cá bhfuil do mhála scoile?’ arsa an múinteoir.</p> <p>‘Rinne mé dearmad ar mo mhála scoile,’ arsa Ruairí.</p> <p>Thosaigh an múinteoir agus na páistí eile ag gáire.</p> <p>An raibh tú ___? Bhí/Ní raibh mé ___.</p> <p>Conas a tháinig tú ar scoil ar maidin? Tháinig mé ar scoil ___.</p> <p>Shiúil mé ar scoil. Rith mé ar scoil ar nós na gaoithe</p> <p>Ar tháinig tú ar scoil ___? Tháinig/Níor tháinig mé ar scoil ___</p> <p style="text-align: center;"><b>Caint an Ranga &amp; Eiseamláirí Teanga – Oíche Shamhna</b></p> <p>Oíche Shamhna a bhí ann. Bhí féasta ag na páistí.</p> <p>D’ith siad ___ agus ___. D’ól siad ___ agus ___.</p> <p>Ar ith na páistí ___? D’ith/Níor ith na páistí ___.</p> <p>Ar ól na páistí ___? D’ól/ Níor ól na páistí ___.</p> <p>Thug Daidí cnónna do na páistí. Bhí na páistí sona sásta.</p> <p>Bhí áthas ar na páistí.</p> <p>Ghléas Niamh ___. (mar chailleach, mar phúca, mar phuimcín)</p> <p>Chuala siad ceann cait. Chonaic siad puimcín agus cat dubh.</p> <p>Chuaigh siad ó theach go teach. ‘Bob nó breab,’ arsa na páistí.</p> <p>Fuair siad ___. Bhí an-spórt ag na páistí.</p> <p>Chonaic Ruairí vaimpír sa ghairdín.</p> <p>Bhí ___ corcra air. (cóta, hata, carbhat)</p> <p>Bhí léine bhán air. Bhí briste dubh air.</p> <p>Bhí eagla ar Ruairí. Bhéic sé.</p> <p>Oisín a bhí ann. Thosaigh Oisín agus Ruairí ag gáire.</p>	<p style="color: red; font-weight: bold;">CM</p>

	<p><b>An Nuacht</b>  Oíche Shamhna a bhí ann. Bhí sé fuar agus dorcha.  Ghléas mé mar chailleach. D'ith mé ___ agus ___.  D'ól mé ___. Chonaic mé ___. Bhí an-spórt agam.  <b>Béim ar.. Gné: Cumarsáid</b>  <b>Toradh Foghlama: 1, Rannpháirtíocht, éisteacht agus aird:</b>  Glacann an páiste páirt i gcomhrá trí úsáid a bhaint as teagmháil súl chuí agus aird acu ar chomharthaíocht colainne, gothaí agus tuin ghutha.</p>	
<p><b>Léitheoireacht</b>  <b>Toradh Foghlama</b>  <b>1. Rannpháirtíocht</b>  2. Inspreagadh agus rogha  3. Gnásanna cló  4. Feasacht fhóineolaíoch agus fhóinéimeach  5. Fónaic agus aithint focal  6. Fóclóir léitheoireachta  7. Cuspóir, seánra agus guth.  8,9 Tuiscint  10. Liofacht agus féincheartú</p>	<p>c</p> <p><b>Gníomhaíochtaí:</b>  <i>Go gcuirfí ar chumas an pháiste:</i>  • Léigh na lch22-26 &amp; lch102 i mBua na Cainte  Cá bhfuil? lch. 22  Scéal – An Scoil lch. 23  Bhí Ruairí ___. (ag léamh, srl.)lch. 24  An raibh? Bhí/Ní raibh lch. 25  Ar maidin lch. 26  An Vaimpír lch 102  Bhí cóta corcra air.  Bhí hata corcra air.  Bhí léine bhán air.  Bhí carbhat corcra air.  <b>Scéal/Filíocht/Rainn/Amhrán</b>  Dán - Ar Scoil  Dán - Oíche Shamhna  <b>Béim ar.. Gné: Cumarsáid</b>  <b>Toradh Foghlama: 1. Rannpháirtíocht:</b> Taitníonn gníomhaíochtaí ina léitear os ard leis an bpáiste, aithníonn sé/sí mionsonraí i léaráidí agus comhroinneann a léirmhíniú orthu sin.</p>	
<p><b>Scribhneoireacht</b>  <b>Toradh Foghlama</b>  <b>1. Rannpháirtíocht</b>  2. Inspreagadh agus rogha  3. Gnásanna cló agus struchtúr abairte  4. Litríú  5. Fóclóir  6. Cuspóir, seánra agus guth.  7. An próiseas scríbhneoireachta  8. Freagairt agus intinn an údair  9. Peannaireacht</p>	<p>b</p> <p><b>Gníomhaíochtaí:</b>  • <i>Go gcuirfí ar chumas an pháiste:</i>  • Bí ag scríobh ar lch 22-26 i mBua na Cainte  Cá bhfuil? lch. 22  Scéal – An Scoil lch. 23  Bhí Ruairí ___. (ag léamh, srl.)lch. 24  An raibh? Bhí/Ní raibh lch. 25  Ar maidin lch. 26  An Vaimpír lch 102  <b>Béim ar.. Gné: Cumarsáid</b>  <b>Toradh Foghlama: 1. Rannpháirtíocht:</b> Taitníonn leis an bpáiste pictiúir agus foirmeacha ar nós litreacha a chruthú agus comhroinneann siad brí trí roinnt gnéithe ina gcuid téacsanna a ainmniú.</p>	
<p><b>Acmhainní:</b></p> <ul style="list-style-type: none"> <li>• Bua na Cainte 1 lch 22-26 &amp; lch 102</li> <li>• Bua na Cainte 1-leabhar an mhúinteora lch 53-62 &amp; lch 258-263</li> <li>• An tIdirlíon</li> <li>• Ríomhaire</li> </ul>		<p><b>Idirdhealú agus comhtháthú le hábhair eile:</b></p> <ul style="list-style-type: none"> <li>➤ Béarla</li> <li>➤ Ealaín</li> <li>➤ Ceol</li> <li>➤ Drámaíocht</li> </ul>

Beidh go leor de na torthaí foghlama dírithe ar bhonn laethúil. Cuirfimid béim ar thoradh foghlama áirithe gach coicís freisin chun cinntiú go mbeidh an curaclam iomlán clúdaithe.

## S.E.S.E

<p style="text-align: center;"><b>History</b></p> <p><b>Learning Content and Objectives:</b>  <b>Strand:</b> <u>Change and continuity</u>  <b>Strand Unit:</b> <u>Stories, Feasts and Festivals in the Past</u>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>• Listen to and read the story of Granuaile/ Grace O'Malley from <i>Goodnight Stories for Rebel Girls</i></li> <li>• Write answers to questions about Granuaile.</li> <li>• Explore and discuss the origins and traditions of Halloween</li> <li>• Listen to, discuss, explore and record associated stories, legends, games and songs to do with Halloween.</li> </ul> <p style="text-align: center;"><b>Geography</b></p> <p><b>Learning Content and Objectives:</b></p> <ul style="list-style-type: none"> <li>• Covered by Ms. C (Jobshare)</li> </ul> <p style="text-align: center;"><b>Science</b></p> <p><b>Learning Content and Objectives:</b></p> <ul style="list-style-type: none"> <li>• Covered by Ms. C (jobshare)</li> </ul>	<p><b>C.M. and Teacher Reflection</b></p>	<p><b>SESE Skills and Concept Development</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Time and Chronology</li> <li>• Using Evidence</li> <li>• Synthesis and Communication</li> <li>• Change and Continuity</li> <li>• Cause and Effect</li> <li>• Empathy</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Youtube and internet</li> <li>• Goodnight stories for Rebel Girls: Grace O'Malley the Pirate Queen</li> <li>• Small World History book</li> <li>• Projector and whiteboard</li> <li>• SESE copies</li> </ul>	<p><b>Linkage and Integration:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Geography</li> <li>• Values</li> </ul>	

## P.E

<p><b>Learning Content and Objectives:</b>  <b>Strand:</b> <u>Dance, Games</u>  <b>Strand Unit:</b> <u>Exploration, creation and performance of dance, Understanding and appreciation of dance, Creating and playing games, Understanding and appreciation of games</u>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>• Exploration, creation and performance of dance</li> <li>• Understanding and appreciation of dance</li> <li>• Creating and playing games (use footballs)</li> </ul>	<p><b>C.M. and Teacher Reflection</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Irish dancing teacher</li> <li>• Footballs</li> <li>• Yard/Hall</li> </ul>	<p><b>Linkage and Integration:</b></p> <ul style="list-style-type: none"> <li>• Gaeilge</li> <li>• Music</li> </ul>
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## S.P.H.E

<p><b>Learning Content and Objectives:</b></p> <ul style="list-style-type: none"> <li>• Covered by Ms. C (Jobshare)</li> </ul>	
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## Arts Education

<p style="text-align: center;"><b>Visual Arts</b></p> <p><b>Learning Content and Objectives:</b>  <b>Strand:</b> <u>Paint and Colour</u>  <b>Strand Unit:</b> <u>Painting</u>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>• explore colour with a variety of media and materials</li> <li>• Use colour to interpret theme: Halloween</li> <li>• Use white crayon on white paper to draw invisible webs before using water colour paints to wash over for effect</li> <li>• Watch <a href="https://www.youtube.com/watch?v=0cV5_y5_FN8">https://www.youtube.com/watch?v=0cV5_y5_FN8</a> to see how to draw a variety of cute Halloween pictures, pumpkins ghosts etc</li> <li>• Draw and choose appropriate colours to colour the selection</li> </ul> <p><b>Strand Unit:</b> <u>Looking and Responding</u>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>• watch youtube clip <a href="https://www.youtube.com/watch?v=69GH7RTnSxc">https://www.youtube.com/watch?v=69GH7RTnSxc</a></li> <li>• look at and talk about her work and the work of other children</li> <li>• look at examples of use of colour generally in Halloween paintings</li> </ul> <p style="text-align: center;"><b>Music</b></p> <p><b>Learning Content and Objectives:</b>  <b>Strand:</b> <u>Composing, Listening and Responding, Performing</u>  <b>Strand Units:</b> <u>Playing instruments, Song singing, Exploring sounds; Listening and responding to music</u>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>○ Begin working on an accompaniment for <b>The Sun and The Wind story</b> from the Three Rapping Rats book</li> <li>○ Decide upon designating parts, songs, percussion players</li> <li>○ perform as a group</li> <li>○ Learn this month's values song <b>Don't Give Up!</b> Bruno Mars</li> </ul> <p style="text-align: center;"><b>Drama</b></p> <p><b>Learning Content and Objectives:</b>  <b>Strand:</b> <u>Drama to explore feelings, knowledge and ideas, leading to understanding</u>  <b>Strand Unit:</b> <u>Exploring and making drama, Reflecting on drama</u>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>• Read, practise and perform values Reader's Theatre 'I Like Myself'</li> <li>• Choose a value card from a box and as part of a small group create a short scene to show good values in action</li> <li>• Experience how context is built and a drama reality created through the use of space and objects</li> <li>• Develop the ability to help maintain the focus in the dramatic action</li> <li>• Begin to see how tension adds to drama the suspense that ensures the interest of the participants</li> <li>• Experience, through drama, the relationship between story, theme and life</li> <li>• Share insights while experiencing the drama or insights that arise out of the drama</li> </ul>	<p>C.M. and Teacher Reflection</p>	<p style="text-align: center;"><u>Concept Development</u></p> <p><b>Visual Arts</b>  An awareness of:</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Colour and Tone</li> <li>• Texture</li> <li>• Pattern and Rhythm</li> <li>• Space</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• A Sense of:</li> <li>• Pulse</li> <li>• Duration</li> <li>• Tempo</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Structure</li> <li>• Timbre</li> <li>• Texture</li> <li>• Style</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Prerequisites for Making Drama <ul style="list-style-type: none"> <li>○ Content</li> <li>○ The Fictional Lens</li> <li>○ Creating a Safe Environment</li> </ul> </li> <li>• Elements of Drama <ul style="list-style-type: none"> <li>○ Belief</li> <li>○ Role and Character</li> <li>○ Action</li> <li>○ Place</li> <li>○ Time</li> <li>○ Tension</li> <li>○ Significance</li> <li>○ Genre</li> </ul> </li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Pencils and paper</li> <li>• You tube</li> <li>• Three Rapping Rats book p20-25</li> <li>• Chime bars</li> <li>• Values cards</li> <li>• Values reader's Theatre: I Like Myself</li> <li>• Words and music for values song <i>Don't Give Up!</i> By Bruno Mars</li> </ul>	<p><b>Linkage and Integration:</b></p> <ul style="list-style-type: none"> <li>• Values</li> <li>• Drama</li> <li>• Music</li> <li>• English</li> </ul>	

## Religion

<p><b><u>Learning Content and Objectives:</u></b>  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>• Participate in Grow In Love lessons The Rosary.</li> <li>• Participate in Grow in Love lessons 2.3: Jesus Heals Jairus' Daughter</li> <li>• Complete Grow in Love workbook p54+55 &amp; p12-13</li> </ul>	<p><b>Prayer:</b> The Rosary, Glory be to the Father  <b>Song:</b> Don't Give Up  <b>Doctrine:</b> Mystery of God, Jesus Christ and the Church  <b>Scripture:</b> Don't be afraid, only believe</p>	<p><b>CM</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Grow in Love 4</li> <li>• Grow in Love w/b p54-55 &amp; p12-13.</li> <li>• Grow in Love online resources</li> <li>• Rosary beads</li> </ul> <p><b>Linkage and Integration:</b></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• English</li> <li>• Values</li> </ul>
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## Values

<p><b>Learning Objectives &amp; Content:</b>  <b>Value of the Month:</b> Truth  <b>Sub-values each week:</b> Determination, Being Yourself, Creativity, Curiosity  <i>That the child will be enabled to:</i></p> <ul style="list-style-type: none"> <li>• Discuss the values of Determination, Being Yourself, Creativity, Curiosity</li> <li>• Write about a time in her values copy when she showed these values</li> <li>• Participate in meditation during heartfulness time</li> <li>• Listen to stories about these values from <a href="http://www.freestoriesforkids.com">www.freestoriesforkids.com</a></li> <li>• Learn and sing with others the Bruno Mars song <i>Don't Give Up</i></li> </ul>	<p><b>Integration:</b></p> <ul style="list-style-type: none"> <li>○ English</li> <li>○ SPHE</li> <li>○ Music</li> <li>○ Religion</li> </ul>
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## Methodologies Used

<p><b>Teaching methodologies &amp; learning activities:</b></p> <ul style="list-style-type: none"> <li>• Active Learning</li> <li>• Guided Discovery/Enquiry</li> <li>• Talk and Discussion</li> <li>• Problem Solving</li> <li>• Collaborative/Cooperative Learning</li> <li>• Using the Environment</li> <li>• Skills through Content</li> <li>• Use of ICT</li> <li>• Free exploration of Materials</li> <li>• Learning through Play</li> <li>• Direct Teaching</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self Assessment</li> <li>• Conferencing</li> <li>• Portfolio</li> <li>• Concept Mapping</li> <li>• Teacher Questioning</li> <li>• Teacher Observation</li> <li>• Teacher designed tasks and tests</li> <li>• Peer Assessment</li> <li>• Self-Assessment</li> <li>• Standardised Testing</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Teaching Style</li> <li>• Task</li> <li>• Pace</li> <li>• Interest</li> <li>• Choice</li> <li>• Support</li> <li>• Resource</li> <li>• Response</li> <li>• Level</li> <li>• Sequence</li> </ul>
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