

THEME 2: CARING FOR THE EARTH IN OTHER LANDS TEACHER'S NOTES

Introduction

This theme is focused on twenty photographs of children from around the world and on the issues which they raise in the areas of family, school, work, caring and play. Photographs which convey positive, yet realistic images have been selected.

The cross-curricular activities based on these photographs are designed to assist the children in exploring the similarities and differences between their life and life in other lands.

It is hoped that this theme will develop greater openness and tolerance by counterbalancing any stereotypical perceptions which children may hold regarding people and life in other places.



PERSONAL SELECTIONS

Gníomhaíocht 1: (Photopack Activities)

English: Language Development, **Maths:** Selection.

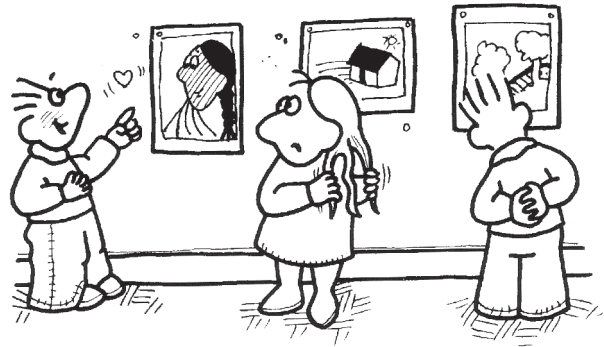
Aidhm: To provide children with an opportunity to choose a photograph from a selection. To encourage them to give reasons for their choice.

Cur Chuige: (i) Display the photographs from the photopack around the room at the children's eye level.

(ii) Encourage the children to walk around the room looking carefully at each of the photographs.

(iii) Ask each child to choose the photograph which he / she likes best.

(iv) Ask them to stand beside their favourite photograph and to explain to the class why they chose this particular image.



ATTENTION

Gníomhaíocht 2: (Photopack Activities)

All Curricular Areas: Memory, Description.

Aidhm: To develop attention, memory and descriptive skills.

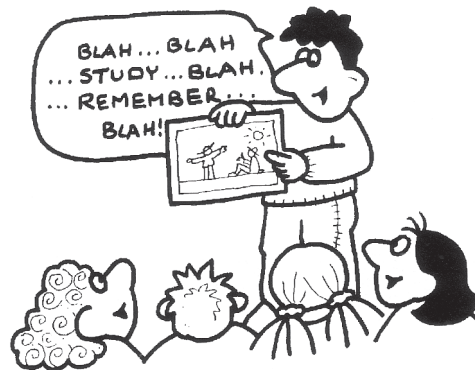
Cur Chuige: (i) Choose one photograph from the photopack.

(ii) Hold it up for all the children to see.

(iii) Ask them to study it for a minute or two and

to try to remember everything that can be seen in it.

(iv) Turn it over and encourage the children to describe everything that they remember.



WHICH ONE IS MISSING

Gníomhaíocht 3: (Photopack Activities)

All Curricular Areas: Memory, Visual Discrimination, Description.

Aidhm: To develop observation and language skills.

Cur Chuige: (i) Choose a set of five or six pho-

tographs from the photopack. Display them on the blackboard or classroom wall.

(ii) Ask the children to have a good look at the photographs on display.

(iii) Now tell them to close their eyes.



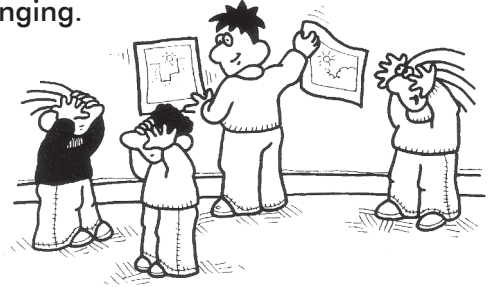
WHICH ONE IS MISSING (Continued)

(iv) Rearrange the photographs and remove one from the set.

(v) Which one has been removed?

(vi) Repeat the exercise removing different photographs from the selection. As the children become more adept at this game, you could increase the number of photographs in the selection to make it

more challenging.



MEMORY TRAINING

Gníomhaíocht 4: (Photopack Activities)

All Curricular Areas: Memory, Questioning.

Aidhm: To provide children with opportunities to focus on relevant details.

Cur Chuige: (i) Choose a set of five or six photographs from the photopack.

(ii) Display them on the blackboard or classroom wall. Ask the children to study the photographs on display.

(iii) After a minute or two, remove the photographs from the display and place them face down on a desk.

(iv) Invite one child to come forward.

(v) Ask him / her to choose one photograph from the set.

(vi) The class must try to identify the photograph which has been chosen by asking questions. Once the photograph has been identified, the game can be repeated.



QUESTIONING THE PHOTOGRAPH

Gníomhaíocht 5: (Photopack Activities)

All Curricular Areas: Perceptiveness, Sentence Construction.

Aidhm: To develop visual literacy.

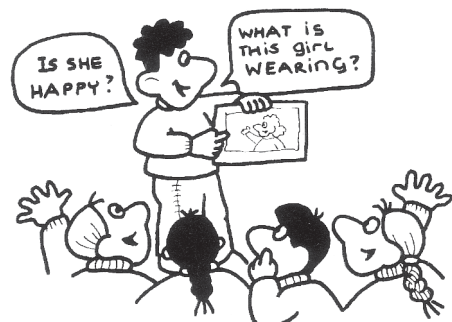
Cur Chuige: (i) Choose one photograph from the photopack.

(ii) Hold it up so that it is visible to all the children.

(iii) Question the children on various aspects of the photograph using the questions at the back of

the photograph.

(iv) Invite the children to make up sentences about the photograph. Help them to develop these sentences into short stories based on the photograph.





DEVELOPING STORIES THROUGH PICTURE SEQUENCING

Gníomhaíocht 6: (Photopack Activities)

All Curricular Areas: Logical Sequencing, Story-telling.

Aidhm: To highlight how images can be put together to create meaning.

Beidh ga le: Used pre-school comics, card, clear adhesive film. Cut-out photographs from newspapers and magazines. Photographs from the Team Planet Photopack.

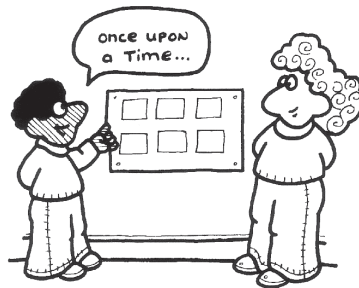
Cur Chuige: (i) Ask the children to bring in copies of old comics.

(ii) Choose a very simple picture story. Mount it on card, cover it with clear adhesive film, and cut up the pictures.

(iii) Discuss the story with the class.

(iv) Let individual children put the pictures in sequence, then ask them to re-tell the story.

(v) Repeat this exercise with different picture stories. As the children become more familiar with the exercise, the pictures can be given to pairs of children to discuss and sequence co-operatively.



Alternative Approach: Note: If the children in your class are not used to working in small groups, this approach might best be undertaken with one or two small groups working under your guidance while the rest of the class is engaged in independent written assignments.

(i) Give the group(s) a selection of four to six photographs and ask them to consider each carefully. These photographs can be drawn from the Team Planet Photopacks and from other sources such as newspapers or magazines.

(ii) Encourage the children to discuss each photograph on its own and also in relation to the others in the set. Encourage them to put the photographs in sequence so that they tell a story. Ask individual members of the group to tell the story of the photographs.

(iii) Rearrange the sequence. Has this changed the meaning of the story? How?

Follow-up: Photograph the children during different stages of an activity (for example, a nature walk) or of an art and craft class. Encourage the children to sequence the photographs chronologically. Display the sequence on the classroom wall. Write simple captions to indicate the stages that are shown.

PHOTO TALK

Gníomhaíocht 7: (Photopack Activities)

All Curricular Areas: Memory, Imagination, Discussion.

Aidhm: To help the children to develop links between images and dialogue.

Beidh ga le: Family photographs of the children. Team Planet Photopack.

Cur Chuige: (i) Ask the children to study a photo-

graph of themselves that they have brought to school.

(ii) Encourage them to talk about what was happening as the photograph was being taken.

- Who are the people in the photograph?
- Who was talking?
- What was being said?
- How did they feel?
- Who was there but cannot be seen in the photo?



PHOTO TALK (Continued)

- Talk about the person who took the photograph. Why can we not see this person?
- What might the photographer have been saying while taking the photograph?
- Who usually takes photographs in their families?

(iii) Encourage small groups of children to role play the dialogue that could have taken place in selected photographs.

(iv) Select photographs from the Team Planet Photopack of scenes which show at least two people. Hold up one of these photographs for all the children to see.

(v) Discuss with the children what each of the people in the photograph might have been saying when the photograph was being taken.

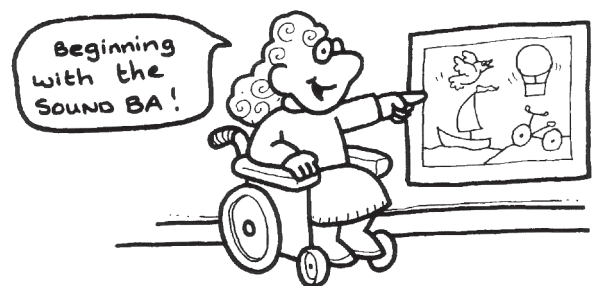
- With older children, you could stick the photograph on to the blackboard or white board and draw speech bubbles containing single words or short phrases to indicate what each person

is saying.

- With younger children you could invite a small group to role-play the dialogue that might have been taking place when the photograph was being taken.

(vi) Divide the class into pairs. Distribute one of the selected photographs to each pair of children. Ask them to discuss what the people in the photograph are saying.

(vii) Move around the class listening to the children's conversations and helping those who are having difficulty.



EXTEND THE FRAME

Gníomhaíocht 8: (Photopack Activities)

All Curricular Areas: *Inferencing, Visual Discrimination.*

Aidhm: To draw attention to the fact that photographs can only focus on particular aspects of events.

Beidh ga le: Cardboard, scissors. A selection of pictures cut from magazines.

Cur Chuige: **(i)** Make a set of frames by cutting a square out of the centre of pieces of card.

(ii) Ask the children to hold the frames at arm's length and describe what they see.

(iii) Now ask them to hold the frames close to their eyes. What do they notice?

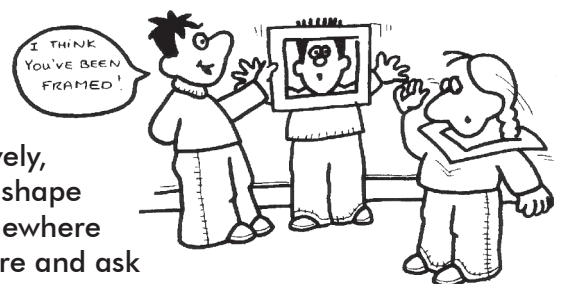
(iv) Make frames in a variety of shapes and ex-

periment with looking at objects at unusual angles.

(v) Cut some pictures out of magazines, cutting away most of the background but leaving just enough to provide some clues. Stick the pictures on to sheets of A4 paper.

(vi) Ask the children to use any clues left in the picture and draw in what they think has been cut from the rest of the picture. They need to focus on the details they can see and also to draw upon their own experience and knowledge of places and situations.

Alternatively, cut out a shape from somewhere in a picture and ask the children to draw in what is missing.





READING THE PHOTOPACK

Gníomhaíocht 9: (Photopack Activities)

English: Reading, Language, Phonics, Sentence Construction.

Aidhm: To help develop reading skills through photographic activities.

Cur Chuige: The photographs in the photopack can serve a very useful purpose in consolidating and developing the children's sight vocabulary in a new and interesting way. Here are some ideas which you might find helpful:

- Involve the children in a phonic game where individuals are invited to choose an aspect of a photograph which is on display and say 'I spy with my little eye something beginning with the sound...' Other children must guess the word in question.
- Give the children individual words written on flash cards. Display the photographs on the

classroom walls at the children's eye level. The game involves asking the children to move around the room looking at the photographs and to match their word to an appropriate part of one of the pictures. Words which would be most suitable for this exercise include words to describe colour, (e.g., white, brown, black, green, red, blue) and nouns (e.g., house, head, hand, man, bird, boy, dog, schools, tree).

- Select a different photograph each week. Use this photograph as a basis for sentence construction using words from the children's sight vocabulary. Encourage the children to help you in compiling these sentences.
- Select three or four photographs from the photopack which have something in common. Encourage the children to make up a story based on the photographs. Display the photographs on the wall at the children's eye level. Write the story underneath using familiar words and simple sentences.

NUMBER GAMES

Gníomhaíocht 10: (Photopack Activities)

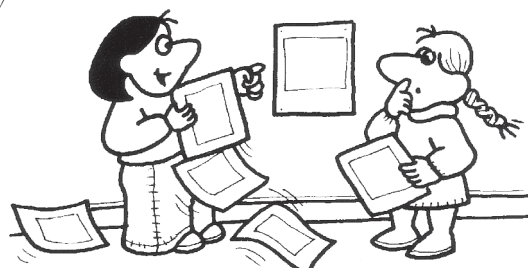
Maths: Sorting, Categorising, Language, Number.

Aidhm: To help develop mathematical abilities through photographic activities.

Cur Chuige: The photographs in the photopack can be used to help develop mathematical skills. Below are some examples of ideas you could try:

- Display a selection of up to ten of the photographs, on the blackboard. Invite the children to sort them into sets on the basis of certain criteria, e.g.,
those containing one, two, three, and more than three people
People standing / sitting / standing and sitting
Those which contain a particular colour, e.g., blue / do not contain this colour;
Photographs taken inside / outside, etc.

- Match the photographs which contain the same number of people, up to a maximum of five for Junior Infants, and ten for Senior Infants.
- Use the photographs to help develop language associated with mathematical concepts, e.g.,
Dark / bright;
Full / empty;
Inside / outside;
Big, bigger, biggest;
Small, smaller, smallest;
Tall, taller, tallest;
Beside, behind, in front of, over, under;
More than / less than / the same number.





MY FAMILY

Gníomhaíocht 11: (Sub-theme: Family)

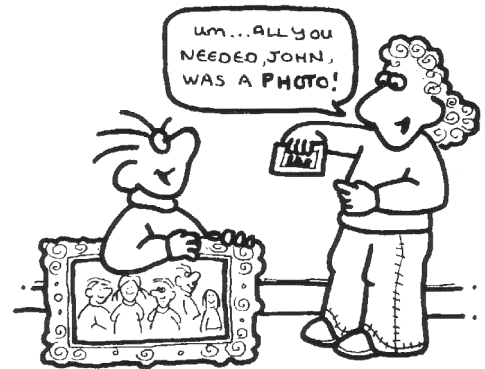
English: Language Development. **Maths:** Sorting, Counting, Ordering. **Art and Craft:** Wall Frieze.

Aidhm: (i) To provide children with an opportunity to bring in photographs of their families. Photographs of special occasions like Christmas or birthday parties might lead to the greatest levels of discussion.

(ii) Encourage them to talk about their photograph and to identify the family members shown in the photograph. It is important to be sensitive to the fact that the word 'family' might mean different things to different children in your class. For example, it might mean two parents with a child / children, a single parent with a child / children, or adopted and fostered children. Notions of family as always comprising two parents with children should be avoided.

(iii) Make a wall frieze of family photographs, Label the photographs, e.g., John's Family.

(iv) Help the children to make an accordion book of their families. Calculate the number of pages needed for each family and fold the paper accordingly. Encourage them to draw one family member on each page. Older children should be able to order their family in terms of height, starting with the smallest.



BROTHERS AND SISTERS

Gníomhaíocht 12: (Sub-theme: Family)

Maths: Sets. **English:** Language Development, Reading, Writing. **Art and Craft:** Drawing, Cutting out.

Aidhm: To involve children in simple sorting exercises based on family members.

Beidh ga le: Paper, crayons, scissors, chart paper.

Cur Chuige: (i) Distribute a piece of blank paper to each child.

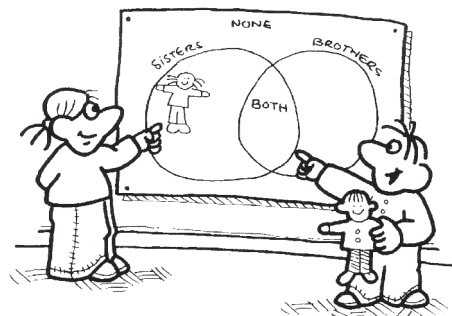
(ii) Ask the children to draw a picture of themselves on the sheet which they have received.

(iii) Help them to cut out their picture and attach their name to it.

(iv) Draw two large intersecting circles on the

chart. Explain that the circles will be used to represent two sets – those who have brothers and those who have sisters. The intersection is used for those who have both.

(v) Encourage the children to stick their picture on the appropriate part of the chart. Are there any children in the class who don't have either brothers or sisters? Discuss with the children where their pictures might be placed. Talk about the advantages and disadvantages of being an only child.





UNDERSTANDING DISTANCE

Gníomhaíocht 13: (Sub-theme: Family)

Social, Environmental and Scientific Education: Near and far-away Places. **English:** Language Development, Writing, Reading. **Maths:** Categorisation. **Art and Craft:** Drawing.

Aidhm: To encourage children to consider what they understand by such terms as near, far away, and very far away.

Cur Chuige: (i) Draw four concentric circles on the blackboard.

(ii) In the inside circle, draw a house and explain that this circle represents home.

Ask the children to suggest places which are near to home. Draw or write these in the second circle.

The third circle should include places which the children consider to be far away.

The fourth circle should include places which the children consider to be very far away.

(iii) Discuss the diagram with the children. Try to find out what the children mean by far away and very far away.

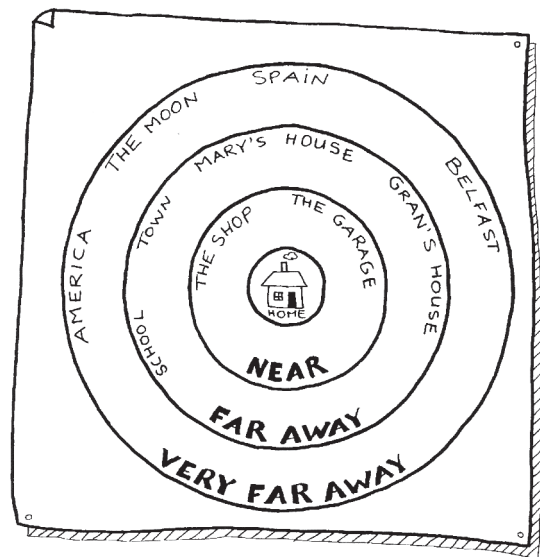
- How would you travel to a place that is far away? Very far away? Could you walk there?
- How long would it take to get to a place which is far away? Very far away?
- Do you know any people who live far away? Very far away?

Ask the children if they have family members or friends living very far away. Where do they live?

Have they ever visited them? Encourage them to talk about other places which are very far away.

- Have you ever visited a place which is very far away?
- Would you like to visit such a place? Why?
- Would you like to visit a hot place or a cold place?
- What does a hot / cold place look like?
- What do we wear on a hot / cold day?
- What types of clothes do people wear in a hot / cold place?
- Where do the people live in hot places? In cold places?
- What do they eat?
- What games do the children play?

Draw a large suitcase and inside draw what clothes you would take if you were going to a hot place.



EXPLORING IMAGES

Gníomhaíocht 14: (Sub-theme: Family)

English: Language Development, Writing, Reading. **Art and Craft:** Wall Frieze. **Social, Environmental and Scientific Education:** Other People, Other Places. **Maths:** Similarities, Differences.

Aidhm: To help the children to empathise with children from other places. To help them recognise

that there are similarities and differences between families everywhere.

Cur Chuige: (i) Show the children photographs 1, 2, 3 and 4 which relate to the theme of family. Discuss each of the images with the children.

- What is happening in the photograph?
- What members of the family can you see?
- Do you think anybody else was present when



EXPLORING IMAGES (Continued)

the photograph was taken but can't be seen in the photograph? Who might that be?

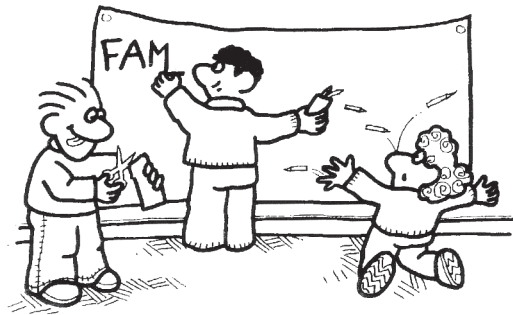
- Would you like to get to know this family?
- What questions would you like to ask them?
- Who would you like to play with? What games would you like to play?
- How is this family the same as your family?
- How is this family different to your family?

(ii) Encourage as much discussion and debate on the photographs as possible. The short briefing note at the back of each photograph will provide some background information about each photograph which may be of help in answering some of the children's questions.

(iii) Invite the children to bring in photographs of their own families. Display the photographs of families from other countries on the wall beside

photographs of the children's own families. Write a caption for the display.

(iv) Help the children to make a wall frieze showing a variety of families engaged in a range of different activities. One group could colour in the background for the frieze while the rest of the class could draw and cut out different images of families doing different things.



CELEBRATING TOGETHER

Gníomhaíocht 15: (Sub-theme: Family)

English: Language Development, Story-telling.

Drama: Mime, Role Play. **Art and Craft.**

Aidhm: To encourage children to talk about significant events which they celebrate with their families. To help them recognize that children in other places celebrate special occasions too.

Cur Chuige: (i) Encourage the children to talk about parties that they have attended.

- Why was the party held?
- Where was it held?
- What happened at the party?
- Did you bring a present?
- Did you have a good time?

(ii) Discuss with them various times during the year when we celebrate, for example, Christmas, New Year, Easter, Halloween, christenings, birthdays. Discuss the ways in which we celebrate – with music, dance, festive foods, cards, presents etc.

(iii) Encourage the children to list all the activities that they associate with a birthday party, e.g., giving presents, wearing party hats, blowing out candles, eating cake, playing games, etc. Make up a simple story which describes the events which took place during an imaginary birthday party to which all the children were invited. Encourage the children to mime the activities described as they story unfolds.

(iv) Photographs 1 and 2 show instances of celebrations in other places. Discuss the photographs with the children.

What is going on in the photograph?

Are the children happy?

How do you know that they are celebrating?

Talk about the ways in which the celebrations shown are similar and dissimilar to celebrations which the children have experienced.





DIWALI CARDS

Gníomhaíocht 16: (Sub-theme: Family)

Art and Craft: Shape, Pattern, Design.

Aidhm: To give the children an insight into some of the ways that other families celebrate special occasions.

Beidh gá le: Sheets of paper or thin card (A4 size, approximately); Coloured pens, scissors, glue.

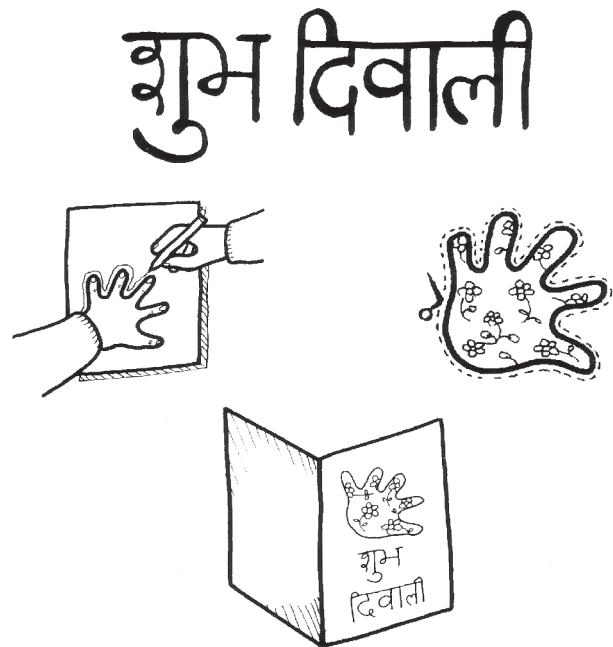
Cúlra: The Hindu festival of light is called Diwali. This festival usually falls in October or November. It is a celebration of light over darkness. During the feast prayers are offered to the goddess of fortune and wealth and lamps are lit to welcome her into every home. The name 'Diwali' means 'a row of lights'. As part of the celebration everyone wears new clothes and cleans their house. Parties are held and presents given, cards are sent, people make sweets and visit relations and friends.

Cur Chuige: (i) Show the photograph of the Indian boy (photograph 5). Explain that this boy celebrates some festivals which are different ours. Make up a short story based on the information above about the Diwali festival. Explain that during the Diwali festival, people send cards to one another.

(ii) To make Diwali cards, ask each child to draw around his or her hand and to colour the shape with a flower pattern or design.

(iii) The hand shape is then cut out.

(iv) Fold the card in half and stick the hand shape on to the front of the card. Write greeting 'Happy Diwali' inside card. With older children, the greeting could be written in Hindi as shown:



A TASTE OF INDIA

Gníomhaíocht 17: (Sub-these: Family)

English: Language Development. Social, Environmental and Scientific Education: Investigating Tastes, Cultural Awareness.

Aidhm: To give the children an insight into some of the ways that other families celebrate special occasions.

Beidh gá le:

100 gm. margarine

150 gm. sugar

100 ml. milk

250 gm. full cream milk powder

60 gm. ground almonds

A few ground cardamom seeds

Cúlra: Barfi is a type of sweet which is traditionally eaten during Diwali. Make it in class for the children to give them a taste of an Indian celebration!

Cur Chuige: (i) Melt the margarine in a saucepan. Add the sugar and stir well.

(ii) Add the fresh milk and bring to the boil stirring all the time.



A TASTE OF INDIA (Continued)

- (iii) Add the cardamom seeds.
- (iv) Remove the saucepan from the heat and add the powdered milk.
- (v) Stir until the mixture is smooth and then mix in the ground almonds.
- (vi) Grease a shallow tin. Put the mixture into the tin and spread it evenly on the base.
- (vii) Leave it to cool and cut it into squares.
- (viii) Once cool, serve it to the children.
- (ix) Encourage them to describe the taste. Does it taste like anything you know? Is it salty, sweet, bitter or sour?



OUR SCHOOL

Gníomhaíocht 18: (Sub-theme: School)

Social, Environmental and Scientific Education: Environmental Awareness, Safety: Awareness of Community. **English:** Vocabulary Development, Description, Reading. **Maths:** Shape Recognition, Size, Graphs.

Aidhm: To develop in children a greater awareness of and sensitivity to the school community of which they are part.

Cur Chuige: Involve the children in a range of activities which explore the notion of school by encouraging them to:

- List all the words which they associate with school.
- Describe everything that they can see in the classroom.
- List all the red / yellow / white / green / black / blue things in the classroom.
- Name all the big / small things they can see in the classroom.
- List everything they see through the windows
- Talk about how they travel to school every

morning, list everything that they see and draw the journey that they take.

- Make a graph of the number of children who travel to school by car, by bicycle, by bus, by train, on foot, etc.
- Talk about and draw the aspects of school which they like / dislike
- Discuss the ways in which various aspects of the school could be improved, e.g.
- Making the school and its environs more attractive,
- Encouraging children to be more helpful towards one another,
- Improving safety standards of children on their way to and from school.
- Distribute one copy of Carta Oibre 18 to each child. Ask them to colour the items which belong to school.





LEARNING TOGETHER

Gníomhaíocht 19: (Sub-theme: School)

Social, Environmental and Scientific Education: Schools in Other Places. **English:** Reading, Writing, Language Development. Art and Craft: Drawing.

Aidhm: To help the pupils to identify with school children in other places.

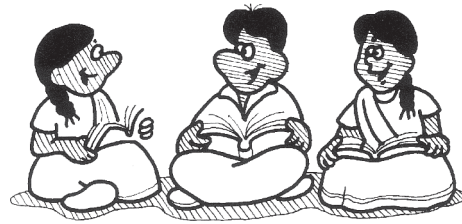
Cur Chuige: (i) Discuss with the children the various images of school that are provided in Photographs 5, 6, 7 and 8.

(ii) Encourage them to identify the photograph which most closely resembles their classroom. In what ways is it similar to their experience of school?

(iii) Help them to identify the classroom which is most different to their own. In what ways is it different? Discuss.

(iv) Talk about the activities which are taking place in each photograph. Write these activities on flashcards, e.g., reading, writing, talking, playing, teaching. Ask individual children to match the words to the appropriate photographs and to make up sentences about the photographs using these words.

(v) Place one of the photographs on the blackboard or whiteboard. Discuss with the children what might be outside the picture. Ask the children to provide direction as you draw in those aspects of the photograph which are outside the frame.



HANDS AROUND THE WORLD

Gníomhaíocht 20: (Sub-theme: School)

Social, Environmental and Scientific Education: Introducing the Globe and Map of the World. **Art and Craft.**

Aidhm: To involve the children in an activity which symbolizes the links which exist between children all over the world.

Beidh gá le: Large outline map of the world; Globe; Paper, paper paste.

Cur Chuige: (i) Introduce the children to the globe or satellite photograph of planet earth and explain that it represents our world. Help them to locate Ireland. Ask them if they know the names of any countries. Are there any countries which they have visited on holiday? Are any members of their families living abroad? Help the children to locate some of the countries with which they are familiar.

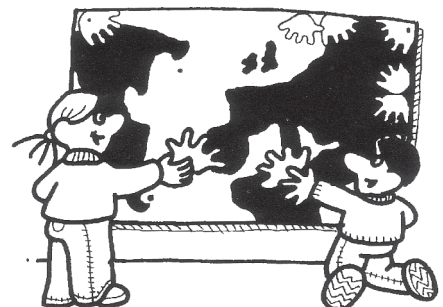
(ii) Draw a large outline map of the world. Explain

that this is another way of showing our world. Ask them to see if they can locate Ireland on the map. Ask on group of children to colour in the various land areas of the world.

(iii) Distribute sheets of paper to the rest of the children. Divide the class into pairs. Ask them to draw around, and cut out the shape of their partner's hands. Encourage them to colour these cut-out hands with bright colours and patterns.

(iv) Now help them to stick their cut-outs across the map to form a chain. Another chain of hands could also be stuck around the map to form a frame.

(v) Explain that this chain of hands represents school children from all over the world.





CHILDREN AT WORK

Gníomhaíocht 21: (Sub-theme: Work)

English: Language Development. **Art and Craft:** Drawing. **Drama:** Mime. **Social, Environmental and Scientific Education:** Awareness of the Global Community.

Aidhm: To highlight the similarities and differences between children through an exploration of the theme 'work'.

Cur Chuige: (i) Explore with the children what they understand by the term work. What activities come to mind when they think of work? Help them differentiate between different kinds of work – heavy work, for example, lifting, digging, carrying, building, and lighter work, for example, typing, drawing, etc.

(ii) What kinds of work can be done by old people? Young people? Fit people? Weak people? Able people? Disabled people?

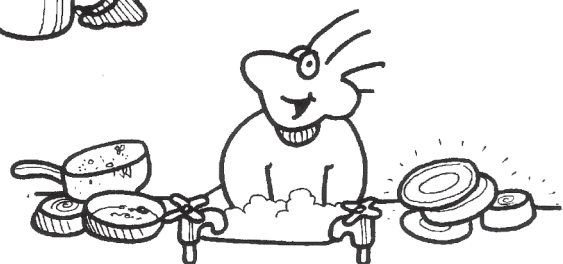
(iii) Discuss the kinds of work they do at home. Do they do any work outside of the home? What type of work? What work do they do in school?

(iv) Display photographs 9, 10, 11 and 12. Discuss each photograph using the suggested questions printed on the back. Encourage the children to draw parallels between the work of the children in the photographs and the work which they themselves do.

(v) Divide the children into groups of three or four. Invite each group to mime the activities depicted in one of the photographs.



(vi) Encourage the children to draw a picture of the work which they do in school and at home.



MAKING JEWELLERY

Gníomhaíocht 22: (Sub-theme: Work)

Maths: Shape, Pattern, Measuring. **Art and Craft.**
English: Language Development.

Aidhm: To provide children with an opportunity to make their own jewellery.

Beidh gá le: Milk bottle tops, pasta shapes, buttons, beads, brightly coloured paper clips, pipe cleaners, shoe laces, play dough, cardboard, crayons, scissors.

Cur Chuige: (i) Refer to photograph 11 which show two Guatemalan girls selling homemade jewellery. Discuss with the children the kinds of

jewellery that they wear and the occasions on which they wear it. Ask them where their jewellery comes from. Explain that many children in other places make their own jewellery from pieces of material that are found locally.

(ii) Divide the class into groups of 3-4. Provide each group with a wide range of materials which can be used to make different items of jewellery. Encourage the children to make their own jewellery using a problem-solving approach.

- What kind of jewellery do you want to make?
- Which materials will you use?
- How will you use these materials?

Talk to the members of each group and ask indi-



MAKING JEWELLERY (Continued)

viduals to describe the type of jewellery that they are going to make. Encourage the children to share the materials.

(iii) Offer the children a variety of methods to explore the idea of threading. Shoe laces, string and pipe-cleaners can have an infinite range of items threaded onto them. As well as the traditional buttons and wooden beads, try chopping up coloured drinking straw or try painted cardboard tubes. Necklaces and bracelets can be made from these threaded items.

(iv) Pendants can be made from durable materials such as play dough. Alternatively use card shapes, decorated with coloured paper.



WHAT I CARE ABOUT

Gníomhaíocht 23: (Sub-theme: Caring)

Art and Craft: Religious Education: Caring for Others. **English:** Language Development.

Aidhm: To provide children with an opportunity to talk about the people and things about which they care most.

Cur Chuige: **(i)** Initiate a discussion on the notion of caring with the children. What / who do they care about? Elicit family, friends, neighbours, pets, toys, trees, etc.

(ii) Encourage them to describe how they care for the people and things that are dear to them. Do they care in many different ways depending on who or what is being cared for?

(iii) Ask the children to talk about the people who care for them. How does it feel to be cared for?

(iv) Carta Oibre 23 provides examples of children caring for people and things. Encourage the children to discuss and colour the pictures. Invite them to draw a picture of the people and things about which they care most. Encourage them to talk about their drawings.





CARING IN OTHER PLACES

Gníomhaíocht 24: (Sub-theme: Caring)

Social, Environmental and Scientific Education:
Taking Care Here and in Other Places.
English: Language Development.

Aidhm: To give children an opportunity to reflect on how they and others take care of one another and of the planet. To provide opportunities for them to become better carers.

Cur Chuige: (i) Display photographs 13, 14, 15 and 16. Discuss how each photograph shows an example of caring. With regard to each photograph, ask the children who is caring and who is being cared for. Stimulus questions are provided at the back of each photograph.

(ii) Set up a Caring Corner in the classroom where toys, plants, books and objects which are dear to the children can be displayed and cared for.

(iii) Encourage the children to bring in photographs of the people and things they care about. These photographs can be displayed on a 'Class Caring Chart'.

(iv) Encourage the children to think about how they could be more caring to one another at school by, for example, sharing toys and materials, playing with each other, being kind, etc.

(v) Set up a bird table outside the classroom window. Assign small groups of children the role of feeding the birds. Rotate group membership each week. Encourage the children to observe the birds who visit the table.



GAMES WE PLAY

Gníomhaíocht 25: (Sub-theme: Play)

English: Discussion, Language Development. **Art and Craft:** Drawing.

Aidhm: To help the children recognise that play is something which children enjoy throughout the world.

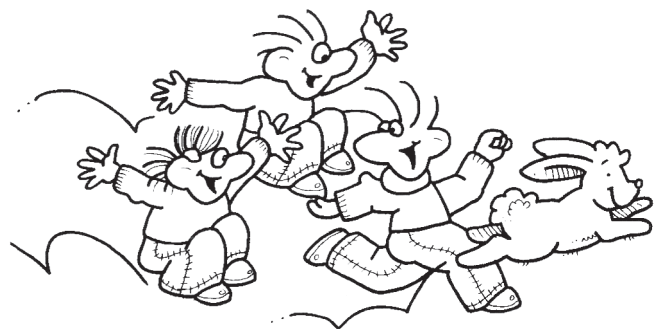
Beidh gá le: 4 blank chart; 2 dice; 2 counters.

Cur Chuige: (i) Encourage the children to talk about the games that they play? What games do they enjoy most? Why?

(ii) Ask them to describe the kinds of games that they would play during a birthday party, during break time at school, in friends' houses, etc.

(iii) Display photographs 17, 18, 19 and 20. Discuss the games that the children are playing in the photographs. The stimulus questions at the back of the photographs may be helpful here. Discuss the similarities and differences between the games shown and the games the children play.

(iv) Ask the children to draw a picture of their favourite games. Encourage them to talk about their drawings.





GAMES FROM OTHER PLACES

Gníomhaíocht 26: (Sub-theme: Play)

Art and Craft. Physical Education.

Aidhm: To give the children an experience of games and activities that are enjoyed by children in other places.

Cur Chuige: The Predatory Eagle: This is a game which is played by children in Central Africa. Try it with your class.

Take the children into the playground.

One child is the eagle and all others are the chickens. The eagle stands facing the chickens.

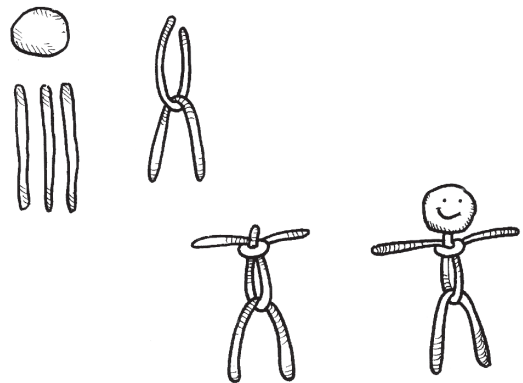
Draw or mark a line behind the eagle. Explain that the eagle wants to eat the chickens. They must try to cross the line without getting caught.

Once touched by the eagle, a chicken must join the eagle's team.

Guatemalan Worry Dolls: Explain that dolls are enjoyed by children in many other places all over the world. Children in some far away places play with worry dolls. The dolls are kept in a box beside the bed. If they have a worry on their minds

before they go to sleep, they tell their problems to the dolls. Each doll is only told one problem. Each child can only have six dolls, so they are allowed only six problems. When the children are asleep, the dolls try to solve the problems for them. Here is how to make the dolls:

- The body, arms and legs of the dolls are made by twisting two pipe cleaners around each other.
- Make a square or round-shaped head from play dough or plasticine.
- Use a pencil or biro to draw the facial features on the head.
- The children can make six different dolls each and keep them beside the bed.



MAKING MASKS

Gníomhaíocht 26: (Sub-theme: Play)

Art and Craft. Drama.

Aidhm: To provide children with an opportunity to engage in fantasy.

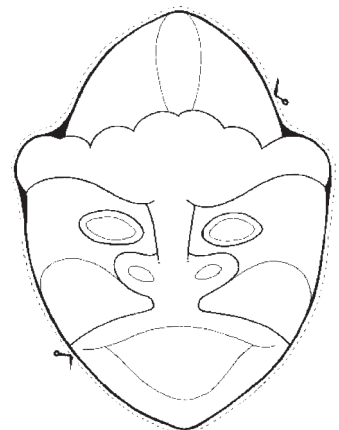
Cur Chuige: (i) Ask the children to talk about times when they used or encountered masks. Involve them in a brainstorming exercise on the various reasons for wearing masks – for protection, for disguise, for festivals and carnivals, etc.

(ii) Encourage the children to use their hands and faces to change the way they look. Think of a theme, then get them to change their faces into a mask and to act out their character.

(iii) Use face paints or make-up to change chil-

ren's faces into masks as shown in photograph 1. Encourage the children to imagine that they are dragons, witches, lions, dogs, spiders and to act out the role that their mask portrays.

(iv) Tell the children that Chinese people love to celebrate festivals with masks and dance. Copy the template of a Chinese mask given in Carta Oibre 26 on to light card and encourage the children to decorate it with pattern, design and colour. Additional detail can be added by using scraps of materials for hair or using cut-out horns, distorted ear shapes, etc.



**THEME 2:
CARING FOR THE EARTH IN OTHER LANDS
RESOURCE PAGES**



Colour the things which you see in school.





Talk about the pictures. Colour them in.





Cut-out and colour.

