

Together Through Culture

Lesson Plans



COMHAIRLE
NA GAELSCOLAÍOCHTA



INTERNATIONAL
FUND FOR IRELAND

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Lesson Plan 1 – Introduction

Activity 1 (5 minutes)

Cé mé? Fáilte. Maidin Mhaith

Tell the children who you are, what the scheme is and what it aims to do.

Write FÁILTE on board and ask pupils if they know this word in any other language, or any other ways to convey the same sentiment in English, if they don't have another language.

Explain to the children that the sounds in English are different from sounds in Irish, using *broad f* as an example. Have the children blow out air as if they are the wind, and then have them practice saying FÁILTE correctly. Using a small sponge ball, have the children blow the ball to someone else in the room to practice saying the word on their own.

Put up the MAIDIN MHAITH slide and practice the sounds again, emphasising the *broad m* and the *w* sound that follows this; compare it to the start of a kiss and make kissy noises.

Activity 2 (10 minutes)

Classroom Contract

Give children out a pencil and piece of paper each. Have them fill in the acronym CULTURE with of classroom rules. Discuss rules when we are done. Contracts are to be printed then signed at beginning of session 2.

Activity 3 (10 minutes)

Name Game

Have every pupil think of an adjective that begins with the same initial letter as their name. The first pupil must state their name and adjective. The second pupil must state their name and adjective as well as the previous person's. Every pupil must then state the name and adjective of everyone who goes before them. Have each pupil say *IS MISE* when they are saying their own name.

Activity 4 (10 minutes)

Mind Map

Divide the pupils into groups of four/five. Give each group the *Mind Map* resources.

Together Through Culture

Ask each group to stick the centre image onto the page. Instruct them to write down words that they associate with Irish culture and to stick the branches onto the page going from the centre image to each word. Discuss all the different Mind Maps and ideas that the groups had.

Activity 5 (10 minutes)

Elaborate on and discuss the topics that will be covered during this scheme:

- Place-names
- Surnames
- Language
- Hiberno-English
- Music
- Drama
- Folklore

Activity 6 (5minutes)

True / False & Revision of Language Covered

Ask some true or false questions; give out *true/fíor* and *false/bréagach* cards.

Go over FÁILTE, MAIDIN MHAITH, IS MISE. Have children sit around in a circle and ask them to tell me one thing they have learned from me today. Throw the ball around to allow people to speak.

Teach *slán* naturally as you go out the door.

Resources

Mind map - centre image, post-its, blu-tack and A3 pages

Classroom contract printouts

Green and red true and false cards

PowerPoint presentation

Lesson Plan 2 – Surnames

Activity 1 (5 minutes)

Getting to know you

What is special about you? Ask every child to write something unique, special or strange about themselves. All bits of paper the same size. Tell children not to look at their neighbour's secret. All pieces of paper will go into the same box. Facilitator will read them aloud at random and class will have to guess who owns which secret. This will help the facilitator to get to know the children better.

Activity 2 (5 minutes)

Surnames

Discuss the reasons why we have and use surnames:

- What is the importance of surnames?
- What do our surnames tell people about us?

Tell them that Ireland was one of the first European countries to use hereditary surnames.

Activity 3 (5 minutes)

Famous families

Discuss the meaning of *Ó*, *Mac*, *Ní*, and *Nic*. Use the flashcards here.

Now, choose four pupils to be characters from the famous family (The Simpsons for example). Go through the family members, character after character, talking about how their surnames change with gender and marital status.

Activity 4 (15 minutes)

Walking debate

Teacher will have found out in advance information about each pupils name.

Part One: Question: Is your surname of Irish, English, French, Scandinavian (Viking) or Scottish origin?

Put the choices in different corners of the classroom, ask the class to decide which country each of their own surnames originates from and have them go stand beside their decision. Discuss meaning and etymology of names with children.

Part Two: Using the PowerPoint, discuss the following surnames. When all pupils have chosen their answers discuss their decisions.

These are the examples:

1. Brown - English
2. Campbell – Scottish (Cam béal – Crooked mouth)
3. Connolly - Irish
4. McVeigh – Irish / Scottish (Mac Beth)
5. Smith – Irish / Scottish / English

Explain what each name means as you go along.

Activity 5 (10 minutes)

Forenames & Adjectives

Put on the PowerPoint and go through all slides. Discuss the forenames and their meanings in Irish. Forenames such as:

Orla, Rory, Aidan, Fionnuala/Nuala, Ciarán/Crónán, Bláithín/Róisín

When this part is finished, look at the slides that discuss how adjectives after forenames are used in Irish tradition to distinguish people from each other. Adjectives such as:

Óg/Mór, Beag/Ard, Dubh/Rua/Catach

When this has been completed, give each pupil a label and ask them to write their name and an adjective on the label. These adjectives will be based on what has been covered so far (hair/eye colour, size etc.) This is an opportunity to practice both colours and the phrase ‘Is mise...’

Activity 6 (10 minutes)

Family crests

Give out the information sheets on family crests and ask the pupils to find their own family crest, when this done, explain their family crests to them.

Explain the things that relate to their personal family crests; music, dance or drama and anything else of interest to them. Give the pupils a template and ask them to create their own brand new personal family crest.

Activity 7 (5 minutes)

Recap

Ask the class a couple of questions:

- What did you learn today?
- Why do we have/use surnames?
- What things influenced surnames?
- Where does your name originate from?

Resources

A4 pages cut into 4 or 5 equal sized pieces

Print outs of famous family's faces

Options for walking debate printed to stick up around the room

Family crests printouts

Sloinnte Uile Éireann, De Bhulbh, S

The surnames of Ireland, MacLysaght, E

The Oxford Names Companion, Hanks, P; Hodges, F; A. D. Mills; Room, A

Lesson Plan 3 - Place Names

Activity 1 (5 minutes)

Alphabet Islands

Put all the letters of the alphabet around the room on the floor. Ask the children the following questions and have them stand by the appropriate letter.

- What is your street called?
- Where would you like to go on holidays?
- Where is your favourite place in the world?
- Where would you like to live when you grow up?

Activity 2 (5 minutes)

What does ... mean? & John Hewitt Poem

Using a well-known local place name, explain the ways in which Irish place names were changed to their English forms. Explain the difference between transliteration (*translating sounds*) and translation (*translating the meaning*).

Find an old picture that represents the place name, and superimpose modern landmarks in a PowerPoint presentation.

John Hewitt's *Ulster Place Names*. Read out the 4 line extract from the poem. Discuss the importance of each line with the pupils and explain the line "*You say the name, and I see the place*". Bring attention also to who John Hewitt was.

Activity 3 (10 minutes)

From Irish?

Find 10 local place names and write them on the board. Teach the numbers 1-10 at this point. Every place name must be from Irish, or have a Gaelic element and be recognisable to the children. Ask them how many of the place names come from Irish. You will call out the numbers and they will put their hand in the air and repeat the number they believe is correct. This game when done effectively will surprise the children. It will also get them thinking of the Irish that is all around them that maybe they have not noticed until now.

Activity 4 (10 minutes)

Your own street

Put the Irish versions (or your own translations) of the children's street names on the board. Allow them a few minutes to see if they can pick out their own street name. Explain what some of the street names mean – that some are direct translations and that some are untranslatable. Read out the street names so that the children get to hear the Irish versions.

Activity 5 (10 minutes)

Place names competition

Divide the class into groups and give each group an Irish language map. Allocate each team an Irish place name element (Baile, Ard, Cluain etc). Have the English and Irish versions of these elements on the board. Ask the children to make a list of place names they already know with these elements in them. Ask them to add to the list with place names from the map in Irish.

The pupils will see that there is a connection between their previous knowledge (of place names in English) and the new knowledge that relates to the Irish language.

Activity 6 (10 minutes)

Revision, homework

Ask the children some true and false questions. Have them raise the *true/fíor* or *false/bréagach* cards as they see fit.

What did you learn today? Did you learn anything that surprised you?

Did we cover anything that you already knew?

H/W, draw a picture based on ...

- a) The name of your street, using the new information you have about it , or
- b) The word you had to search for on the map.

Resources

A-Z on 26 A4 sheets

Green and red true and false cards

10 local place names

Maps of Ireland, in Irish

PowerPoint presentation

Lesson Plan 4 – Hiberno-English & Folklore

Activity 1 (5 minutes)

Hiberno-English

Discuss what the term Hiberno-English means

Use the videos of Crocodile Dundee, Usain Bolt and Jessica Simpson to show that there are different types of English. Have the pupils do any accents that they might know.

Activity 2 (10 minutes)

True or false

Give out red and green cards. Ask the pupils if each word is from Irish or not. Have the pupils discuss as a group what they think and then have them vote by holding their cards in the air.

Have the pupils write down any words they know from other languages or words and phrase and find strange. Discuss these words to see if any come from the Irish language.

Activity 3 (10 minutes)

Matching game and PowerPoint

Put the pupils into pairs. Give out worksheet and ask them to match up the pairs of words. Discuss the answers. Then show them a selection of common words that come from Irish, words that they use in English every day.

Activity 5 (5 minutes)

What is folklore?

Ask pupils if they know what folklore is. Explain what it is in general terms, and make sure they understand that storytelling is an integral part of folklore. Explain why storytelling exists – entertainment. Using map of Europe, and pictures of Hercules, Cú Chulainn & Achilles, hint at the international element of the tales.

Activity 6 (15 minutes)

Chantifable

Tell the pupils what a *chantifable* is. Explain that folklore stories are akin to parables in the bible, that there are morals in the tales. See if they know any parables already. Tell the pupils they will have to look out for the morals in the story and say discuss them at the end.

Tell the story of the *Three Pieces of Advice*. Make it active where needs be, sad in places etc. Don't be boring!

Teach the song. Boys can join in with Peadar's lines, girls with Peigín's and everyone should sing the chorus.

Activity 7

Home work – creative writing

For the pupils to understand that there are certain elements which remain constant in stories all around Europe, have them write a story. The story must contain 3 common elements.

For example;

- A talking cat.
- A magic oak tree.
- An evil fairy.

They will see that none of their stories are exactly the same, but that they are very similar – just like Achilles, Cú Chulainn and Hercules

Resources

Videos of people speaking in three different accents

Red and green true or false cards

PowerPoint presentation

Words to the song

Lesson Plan 5 - Storytelling, Wakes & Hobbies

Activity 1 (10 minutes)

Their own stories

Ask the children to tell some of their own stories (H/W from Hiberno-English/Folklore session). Allow the children to read their stories aloud to their friends.

Activity 2 (10 minutes)

Superstitions

Show PowerPoint. Ask the children to explain the superstitions represented in the picture. Ask them ‘*Why do we have such superstitions?*’ and give them examples on the next slide as a clue.

Explain to them that many of our superstitions today are based on common sense, and that the superstitions were used as a more interesting, sometimes threatening way to teach people common *do's* and *don'ts*.

Go back to the slide with the various superstitions and see if they can work out the common sense.

Ask them after this to think of something they are commonly told to do (or not to do), and invent a superstition based on this.

E.g. – <i>Common sense;</i>	don't walk with your hands in your pocket
<i>Superstition;</i>	fairies eat your fingernails if you have your hands in your pocket while walking
<i>Real reason;</i>	you may fall on your face if you walk with your hands in your pockets

Activity 3 (20 minutes)

Hobbies and wakes

Ask the children if they know what a wake is. Show them pictures of a traditional Irish wake and have them *say what they see*. Explain that wakes were like this in Ireland up until recently and play some wake with them;

For example

- 1) Tail of the donkey, eye of the pig, ear of the fox
- 2) The best tailor
 - *Have two children at a time try to thread a needle while being distracted*
- 3) Riddle; push the ... through the hole in the paper, without changing the hole
 - *Ask the children to push their pencil case, chair or schoolbag (any item bigger than the hole) itself through a small hole in a piece of paper. The solution is to put your fingertip through the hole and physically move the item.*
- 4) Are you stronger than an egg?
 - *Have the pupils try to break an egg between the palms of their hands, with hands rigidly straight on the side of the egg. Teachers, watch this on YouTube first, so you know what to do (it can be messy if you don't understand!).*

Activity 4 (10-15 minutes)

Storytelling, Clann Lir

Get the children round in a circle, seated or on the floor. Close all curtains in room and turn on a small halogen lamp (this is your 'fireside'). Tell the children they are at the fireside.

Have the story broken down on pieces of paper, according to the number of pupils in the class. Explain the importance of storytelling, and how/where it would have happened.

Every child will have a numbered piece of the story and they will read out in sequence. Help with pronunciation of names if necessary. Change the pictures on the PowerPoint as the story is being told.

Explain at the end that the story has a Christian influence that pre-dates both Catholicism and Protestantism.

Resources

Homework stories from the Folklore session

PowerPoint presentation

Games - sticky tape and pictures of animals

- big plastic sewing needles and pipe cleaners
- pieces of paper with small hole in centre (A4 cut into 4 works well)
- eggs and aprons

