

An example of how a lesson from *Stepping Out* may be integrated with other subjects.

This was prepared by Mr Ivor Hayes, on the staff of Cloughjordan NS, for in-service training.

Term One - Lesson 10 Jesus Shares Bread

Consider the content of the lesson

- What am I trying to do?] Page 81, *Stepping Out*
- Why?]

The following is a synopsis of the week's work. Some teachers may not use all the suggestions as assembly may take up one day's RE time allocation.

Day One

Chatting about bread:

- different kinds of bread
- ways to eat bread/different things to put on bread
- where do we get bread from
- how bread is made
- different people who help in making bread

Story: Bread for Breakfast

Laura discovers the bread is gone mouldy. There is nothing in the freezer. Mum suggests making some bread.

Laura gets:
a big bowl
measuring jug
weighing scales

Robert gets:
Milk
Flour
bread soda

Mum gets:
bag of wholemeal flour
cream of tartar
salt

Laura: Measures 500 gr. of flour
Robert: Gets a level teaspoon of bread soda
 a level teaspoon of cream of tartar
 a pinch of salt
Laura: Pours the milk into a bowl
Mum: Mixes the sticky dough together
 Kneads it carefully
 Puts it on a baking tin
 Makes a deep cross
 Puts it in the oven

Later, eating warm bread, melted butter and marmalade, Laura says grace.

Day Two

Chatting about making bread
Favourite lunch for school
Times of day when we eat bread

Worksheet 10: Jesus Shares Bread

Day Three

Chatting about the story and textbook picture: The Boy who Shared (The Feeding of the 5000)

Art: Playdough or air hardening clay or oven bake clay (Recipe on how to make, and bake play dough on page 86 of *Stepping Out*)

or Collage: Using pictures and bread wrappings that children bring in (Write suitable captions)

Prayer time: Giving thanks
Thinking of those less well off workers

Day Four

Story: Yenea's Agelgil
(*Yen-e-a*)

Yenea – 13 year old boy living in a village in the mountains of Ethiopia.

(agelgil = lunchbox made of a woven grass basket inside a leather case)

The agelgil was very important.

Yenea walks approximately four hours to school in the next town with his agelgil. Puts injera (large bread like pancake made from 'teff' flour, grain grown in Ethiopia) in his agelgil.

Eats a little of the injera on the way, but not too much. Food must last him for three days. Too far to walk home each day, so Yenea must stay with friends in Meranya. When food runs out must walk home, help family with work and save up enough food to fill his agelgil again for another 3 days at school.

Chatting about the story:

- must eat the same food for three days
- food shortages in Ethiopia
- store food carefully until the next harvest
- crops fail if no rain comes = famine

Christian Aid and other missionary organisations help in Ethiopia.

How can we help?

- sharing with a friend/others
- collecting money for the hungry
- thanking God for the people who work in places like Ethiopia

Recipe for Injera (for the teacher) on page 88 of *Stepping Out*

Activity: Draw the contents of your lunchbox.
Draw the contents of the agelgil.

Day Five

Finish the clay or collage.

Bring in a loaf of bread (or bake) and share it today.

Here is how the lesson might be integrated:

English
Mathematics
Geography and Science
Art and S.P.H.E.

Term One - Lesson 10
Jesus Shares Bread

Suggestions for integration with other subjects

English

Strand: Competence and confidence in using language

Strand unit – Oral language: developing competence and confidence in using oral language.

The child should be enabled to:

- talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences.
- focus on the subject under discussion and sustain a conversation on it

Strand unit – Reading: reading for pleasure and information.

The child should be enabled to:

- give a description, recount a narrative or describe a process and answer questions about it.
- listen to a story or narrative and ask questions about it
- ask questions that will satisfy his/her curiosity

Strand unit – Writing: clarifying through writing

The child should be enabled to:

- write in a variety of genres
- write a version of a story told by a teacher
- listen to a story and write down questions to ask about it
- write answers to questions asked by the teacher

Strand: Emotional and imaginative development through language.

Strand unit – Reading: responding to text

The child should be enabled to:

- respond to characters and events in a story
- explore different attitudes and feelings by imagining what it would be like to be certain characters

Strand unit - Writing: developing emotional and imaginative life through writing.

The child should be enabled to:

- express feelings in writing
- listen to the experiences of others and express reactions to them in writing
- express in writing likes and dislikes about events and characters in stories

Mathematics

Strand unit - Weight

The child should be enabled to:

- estimate, compare, measure and record weight using non-standard units
- select and use appropriate non-standard measuring units and instruments
- estimate, measure and record capacity using standard units (the litre) and solve simple problems

Strand unit - Time

The child should be enabled to:

- use the vocabulary of time to sequence events

Strand unit - Representing and Interpreting Data

The child should be enabled to:

- begin to appreciate how people depend on each other in many aspects of life
- be aware of and appreciate the diversity of cultures and people in the local community, recognizing their contributions.
- develop an awareness of people in other places

Curadam na Bunscoile, S.P.H.E., Page 33

Geography

Strand: Human Environments

Strand unit – Living in the local community

The child should be enabled to:

- become aware of and learn to value the diversity of people who live in the local community and the contribution they make
- begin to recognize the interdependence of individuals and groups in the local community
- develop some awareness of people living in other areas and of the links between them and the local community
- investigate the work of people in a range of locations in the locality
- discuss and record simply, the buildings and places where people work, especially those in the locality
- become aware of the work of people in other areas who supply food and other products to us

Strand unit - People and places in other areas

The child should be enabled to

- become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas
- appreciate ways in which people in different areas depend on one another and on people living in other parts of the world

Strand unit - Weather

The child should be enabled to

- identify ways in which weather influences the lives of people e.g. farming

Strand unit – Caring for my locality

The child should be enabled to

- realize that there is both an individual and a community responsibility for taking care of the environment

Curadam na Bunscoile, Geography, Page 38-43

Science

Strand unit – Plants and animals

The child should be enabled to:

- appreciate that living things have essential needs for growth
- explore through the growing of seeds, the need of plants for water and heat
- investigate how plants respond to light
- become familiar with the life cycles of plants

Strand unit – Light

The child should be enabled to:

- investigate the relationship between light and materials (design and make a model glasshouse using a plastic bottle that will allow light to pass through)

Strand unit – Heat

The child should be enabled to:

- measure and compare temperatures in different places in the classroom, school and environment

Strand unit – Properties and characteristics of materials

- identify and investigate a range of common materials used in the immediate environment
- food and its ingredients

Strand unit – Materials and Change

- become aware of and investigate the suitability of different kinds of cloths for variations in temperature
- begin to understand/investigate how materials may be changed by mixing
- ingredients mixed in baking a cake

Curadam na Bunscoile, Science, Page 42-47

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