

# I Belong!

## Developing themselves as a member of a community

This unit continues to build a sense of belonging and security by exploring the ways in which a child belongs to the class, home and local community.



Key Stage 1

# Year 3

Personal Development and Mutual Understanding: Key Stage 1, Year 3  
**Strand 2: Mutual Understanding in the Local and Wider Community**

**Unit 7: I Belong!**

Complementary Units: Families!  Why Should I?  Living with Difference 

**living  
learning  
together**





# Teaching approaches

## Fair Group

Have a bag of numbers from 1 to the total number in your class (or room if you include adults). When you need to form groups, have each child (and adult) pick a number and group as you wish. For example, Group A: 2, 4, 6, and 8 or 1, 3, 5 and 7 or 1, 2, 3 and 4. This strategy could also be used to form pairs.

## Belonging

In this unit, building a sense of belonging is about being:

- inclusive;
- sensitive to those who feel left out; and
- valuing and celebrating the good in others.

It is not about building a sense of being in an 'in' group, developing a competitive spirit against other classes or encouraging prejudicial or stereotypical comments against other groups. Any such comments should be challenged.

## Conflict

It is important to spend time teaching young children how to manage conflict. Asking them to 'shake hands and make up' without discussing the problem does nothing to ensure the needs of the parties involved are being addressed. It discourages quiet children from defending themselves and encourages bullies to discount the feelings of others.

## Problem Solving

Develop a whole-school strategy for managing conflict. There are numerous formats available on the internet and in books but all involve:

- recognising and naming the problem;
- each person expressing their thoughts about what happened using 'I' terms, for example, 'I felt... when...because...';
- listening without interrupting;
- thinking of ways to move forward;
- trying an agreed way of moving forward; and
- evaluating if what was agreed is working, if it could be better and how similar problems should be managed in future.

Schools should also be clear on banned statements in these situations, for example, 'You started it,' 'It's your fault,' or 'You always...'



# Key Experiences in developing themselves as a member of a community

## Building on Foundation Stage

### **Explore and discuss learning to live as a member of a community:**

- beginning to recognise how they relate to adults and other children;
- beginning to understand the interdependent nature of the class/school community and themselves as participant members; and
- raising awareness of their attitudes to others in the school community.

## Working at Key Stage 1

### **Explore developing themselves as members of a community:**

- recognising the interdependence of members in the school community;
- being aware of how the school community interacts, how they listen and respond to each other and how they treat each other;
- being aware of who and what influences their views, feelings and behaviour at school;
- being aware of who and what influences their views, feelings and behaviour at home; and
- understanding how their environment could be made better or worse to live in and what contribution they can make.

## Moving towards Key Stage 2

### **Explore playing an active and meaningful part in the life of the community and be concerned about the wider environment:**

- exploring and examining what influences their views, feelings and behaviour;
- recognising the importance of democratic decision-making and active participation at home and in the classroom;
- appreciating the interdependence of people within the community;
- knowing about the importance of democratic decision-making and involvement, and the institutions that support it at a local level;
- developing an understanding of their role and responsibility as consumers in society;
- knowing about the range of jobs and work carried out by different people;
- knowing about the process and people involved in the production, distribution and selling of goods;
- examining the role of advertising at a local and/or global level; and
- exploring how the media presents information.

## Progress in learning

- I can name a place where I belong.
- I know the difference between a relative and a friend or neighbour.
- I can name the people who live in my home.
- I can explain why I belong.
- I can explain what it feels like to be included.
- I can explain why I don't belong.
- I can explain what it feels like to be left out.
- I can name a number of places where I belong.
- I can tell what other people think of me.
- I can tell other people why I like them.
- I can find good things to say about most people.
- I can tell what my teacher says I do well.



Learning intention:

**Understand their role  
at home, in school and  
in the local community.**

### Learning together

This unit looks at the issue of belonging. Where there is mutual understanding, there is a feeling of belonging. When someone feels they belong, there is an opportunity for commitment, participation, responsibility, resilience, positive management of conflict and consequent growth within the group. The feeling of belonging comes when those joining a group and those within the group work towards mutual understanding. They do this by talking, questioning, clarifying, identifying, negotiating, setting goals, monitoring and evaluating.



When you complete this unit it is important to review the processes and outcomes of the work and learning of the class. Questions to encourage reflection include:

- What was difficult to do and why?
- What was easy to do and why?
- When was it helpful to talk to someone else about what you were thinking? Why?
- When was it better to think alone? Why?
- What did you learn about other children in the class?
- What did you learn about the adults in the class?
- What do you think they learned about you?
- Is there anything you will do differently now?
- How will what you did and learned in this unit help you in the future?



# Thinking Skills and Personal Capabilities by the end of Key Stage 1

## Managing information

Ask more focused questions about the task, clarify purpose and what needs to be done;

Recognise where similar tasks have been done in the past;

Use their own and others' ideas to identify, locate and select various sources of information;

Set goals for their work, break tasks into smaller parts and plan their next steps;

Record information in a variety of formats; and

Begin to identify audience and purpose when communicating.

## Thinking, problem solving and decision-making

Show their ability to organise and summarise to show understanding;

Sequence, order and rank information along different dimensions;

Identify similarities and differences by making simple comparisons and connections;

Begin to test predictions and to look for evidence;

Make decisions and generate options;

Suggest possible solutions to problems;

Be systematic and work through the stages in a task;

Explain their methods and opinions, and the reasons for choices and actions; and

Recognise the differences between why, what, where, when and how questions.

## Being creative

Show curiosity when approaching new tasks and challenges;

Have experiences with all the senses;

Listen to and share ideas and experiences;

Generate as many ideas as possible, building and combining ideas;

Take time to use the imagination. Enjoy the unexpected, unusual and surprising; and

Experiment and investigate real life issues.

## Working with others

Develop further habits of collaborative learning;

Become more adept at turn-taking, sharing and co-operating when working in a group or team;

Decide what needs to be done in a group and take responsibility for aspects of the work;

Show the ability to learn from shared and modelled activities;

Adapt behaviour and language to suit different situations;

Show fairness to others; and

Recognise and respect other people's feelings and ideas.

## Self-management

Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved;

Check work routinely for accuracy and precision;

Persist with tasks until an appropriate end point, with teacher prompting;

Seek help from other people;

Work towards personal targets identified by teacher; and

Develop an awareness of what they enjoy, what they find difficult, their personal strengths and limitations.



# Across the Curriculum: Connecting the learning

## School Ethos

## Mathematics and Numeracy

## World Around Us



Building open relationships, developing community spirit and appreciating diversity.



Ordering whole numbers to form a group.



Drawing on experiences of children in the local community to compare life in the wider community.

Words and phrases I will hear and use

Family

Advantages

Member

Relation

Home

Disadvantages

Belong



Ambition

Left out

Autograph

Separated

Divorced

Included

Dream

Blood  
relative

Community

Dead

## Learning activities

### Activity 1

#### **I belong in my class**

Activities are designed to enable children to feel a sense of security and acceptance in a classroom environment and to provide teachers with opportunities to assess the classroom climate.

### Activity 2

#### **I belong in my home**

Activities for school and home are designed to promote a sense of belonging and security.

### Activity 3

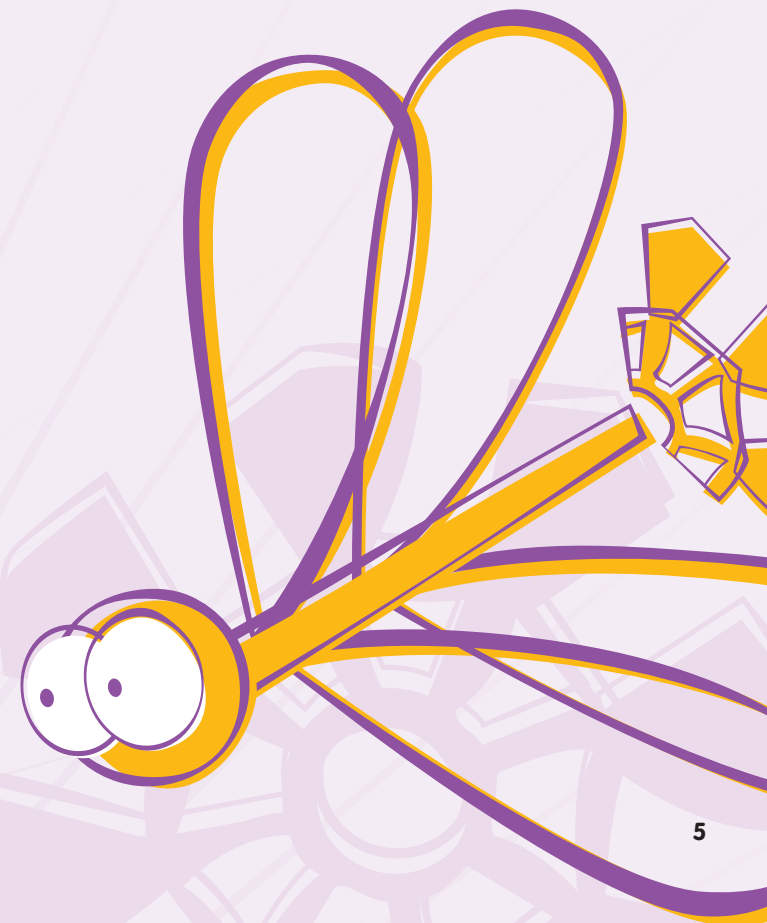
#### **I belong in my community**

We explore opportunities for friendship and belonging in a wide variety of situations in the community.

### Activity 4

#### **I would like to belong**

Children talk about their ambitions and dreams for the future. Having positive ambitions and talking about them helps them develop confidence and can be a first step to success in their chosen dream.





# Learning activity 1: I belong in my class

## CORE CONCEPT

A child's ability to learn in school is influenced greatly by his/her relationship with you and the other pupils.

If a child feels secure and accepted in the classroom environment s/he is likely to have successful learning experiences.

## SUGGESTED SUCCESS CRITERIA

Children will explore their need for belonging and assess if it is being met in the classroom.

Children will demonstrate a range of social skills that promote friendship.

## POINTS TO NOTE

In these activities, the children complete a four page booklet about the places they belong to. You need to consider how the four pages should be presented. One option is to use an A3 page folded twice to form a booklet with four pages.

Alternatively, have the children complete four separate pages and staple them together at the end. You may decide to have children design a personal cover or binding that reflects their individuality.

You could also include Resource E from Activity 3: I Belong in My Community in the booklet. Children who belong to several clubs or teams could complete Resource E several times and add these additional pages to their booklet. Some work will be completed as home learning. It may be necessary to provide children with a folder to keep the pages clean. It is important not to allow put-downs during the lessons. Affirm each child in a concrete way and remember that some

children find it really difficult to affirm themselves. Use a speaking object to show everyone whose turn it is to speak. This can be a soft toy, or any object that is easily held. A letter to parents is provided to explain the purpose of this unit and to ask for their support. (Resource A).

## WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Me in My Class (Resource B)
- Two small bags or boxes
- A set of numbers ranging from one to the total number in class
- A speaking object (if required)
- Colouring equipment

## WHAT TO DO

- Circle Time 1
- Affirmation Circle
- Circle Time 2
- My Class



## Circle Time 1

### Introduction

Have the children sit in a circle. Talk a little about families and how we belong with them. Explain that you and the class are going to talk about belonging together as a class. First, invite the children to imagine what it would be like if there was no school. Ask everyone in the circle to complete the sentence stem, **'If there was no school...'**

Ask the children to imagine what it would be like if you visited them all individually in their homes to teach them. Help them to identify what they would miss if school didn't exist. It is likely that the social aspect of school will be discussed. At the end, talk with them about how difficult it would be to teach lessons individually to all children and explain how time consuming it would be. Explain that even if they were all taught by e-learning they would only see words and would not be able to interpret the sense through body language, tone of voice and facial expression. There would be no physical interaction with their friends.

### Mixing Up Activity

Make a set of numbers from 1 to the total number of children in the class. Put the odd numbers in one bag and the even numbers in another. Have each boy pick a number from the even bag and each girl from the odd bag. Have the children sit beside each other in numerical order.

### Information Sharing 1

Explain to the children that you need them to be really honest. If someone feels they don't belong or they feel left out you want to think of ways to make that situation better but to do so you need them to be honest and tell you how they feel. Ask the children to close their eyes and think of a time when they:

- really felt they belonged with the class;
- when they felt very happy to be in the class;
- when they felt that they were included, valued and highly thought of; and/or
- when they felt that they made a positive contribution to the class.

Explain that if there hasn't been such a time you need to know so that you can do something about it. It's important to tell the children not to make something up or to just to say the same as someone else. Pass the speaking object around the children (if you need one) and ask them to share their experience. It may be that some children do not feel they belong.

This is especially true of any new pupils who have not yet settled in. This child/children may lack the confidence to admit that they feel they don't belong and will need help to voice their thoughts. Whatever the reason, any child who does not really feel they belong must have the freedom to say so. Respond with empathy. You could then ask them, **'If you woke up tomorrow morning and felt you belonged what would have changed? What would be happening?'** It is vital not to allow any put-downs when anyone is revealing their deepest concerns. Other children may be able to provide helpful suggestions by completing the sentence stem, **'Would it help if...'** The other child can respond by saying, **'Yes, I think it would help,'** or **'No, I don't think so, but thanks for making the suggestion.'** The child may be able to think of a way in which the other children could help him/her feel a greater sense of belonging. It is important to remember that at all times you are modelling social and communication skills for the children.





# Learning activity 1: I belong in my class (continued)

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## Closing Activity

You will only have time to do part of this activity in class. At the beginning of this activity, inform the children that you will plan for everyone, including yourself and other classroom adults to have a turn to be affirmed. Remind them of the numbers drawn at the beginning of the session (they are all seated in number order so it should be easy!) Take a number from the odd bag and invite the child with the corresponding number to identify themselves. Have everyone take it in turns to complete the following sentence stem about the chosen child:

**'Something I like about (name) is...'**

Next, have a child pull out a number from the even bag and repeat the process. Discourage put downs of self or others by saying something like, **'We all have faults, including me, but today we are focusing on our many good points. Choose a good point about (name).'**

The children might say things like:

- s/he is a good singer;
- s/he is funny; or
- I like her trainers.

Finish with the person chosen affirming him/herself by completing the following sentence stem, 'People in my class say I am...' If people have difficulty in thinking of something to say about themselves, invite someone to provide a suggestion or do so yourself. You need to be prepared for this. It is important to make a rule about saying nothing nasty or unkind to anyone.

## Evaluation

It is important to take some time afterwards and include any other classroom adults to evaluate the lesson and note positive and negative factors. Use the information to plan for the next lesson and any changes you may wish to implement in the classroom.

## Affirmation Circle

At the end of each day, have a child pull another number from the even or the odd bag. Have the other children complete the sentence stem, **'Something good (name) did today was...'** At this stage of the activity you may find it easier to have a child pick any number and use the class register to name the child (but don't forget to include yourself and other classroom adults.) Alternatively, just put all names into one bag and pull one out. As names or numbers are pulled out, remove them from the selection bag.



## Circle Time 2

### Introduction

Organise the children into a circle. Remind them of the previous circle time activity. Tell them that they are going to continue thinking about belonging in the class.

### Sentence Completion

Have everyone in the circle complete the sentence stem, 'Something I learned in the last circle time was...'

### Information Sharing 2

Remind the children of the work they did in Unit 4: Families! Activity 5: Finding friends and in Unit 5: Why Should I? Learning activity 4: Falling out or bullying?

Divide the class into two groups and then pair the children in each group. Ask the children in the first group to carry out a thought shower exercise with their partner on how children make friends. Ask the children in the other group to work with their partner and thought shower how children lose friends. Invite pairs to share their suggestions with the rest of the class. Record the words/phrases given on two separate lists where they can be easily seen. It is important that the children don't focus on the negative actions of any individuals in class. Encourage them to use generic terms such as 'someone,'

'some people' or 'others,' especially if the comment is negative. Also, encourage the children to be very specific about what they say and what children can do to be friendly/unfriendly. They may want to give examples and may affirm each other in the process.

### Closing Activity

Have each child affirm him/herself by completing the sentence stem, 'The children in this class say I'm...'

## My Class

Give each child a copy of Resource B: **I Belong In My Class**. Talk through this with the class and have them complete it. Encourage the children to move around to collect the autographs of everyone in the class. Have each child keep their work for final inclusion in their I Belong..... Book.

\*The Would it help if .... Suggestion is adapted from ideas in Jenny Mosley's Quality Circle Time Model. See Suggested Resources for further details.





# Learning activity 2: I belong in my home

## CORE CONCEPT

The family should provide the first opportunity for children to experience love, belonging and security.

## SUGGESTED SUCCESS CRITERIA

We will reflect on places where we belong.  
We will recognise what this place means to us.  
We will develop our sense of belonging through interaction with others.

## POINTS TO NOTE

Make sure you send home Resource A: Letter to Parent(s)/ Carer(s). This activity involves home learning and the children will need help from parents or family members.

Tell the children what you can about your family and your life out of school. Share with them the sort of information you are asking them to give to you. This will inspire a sense of trust.

Be aware that many children do not come from happy families or from those with a mum, dad and two or three children. Some children may have extended family members living with them

or close by. Others may depend on friends and neighbours for company and fun. Newcomers may feel that the place they have just left is 'home'.

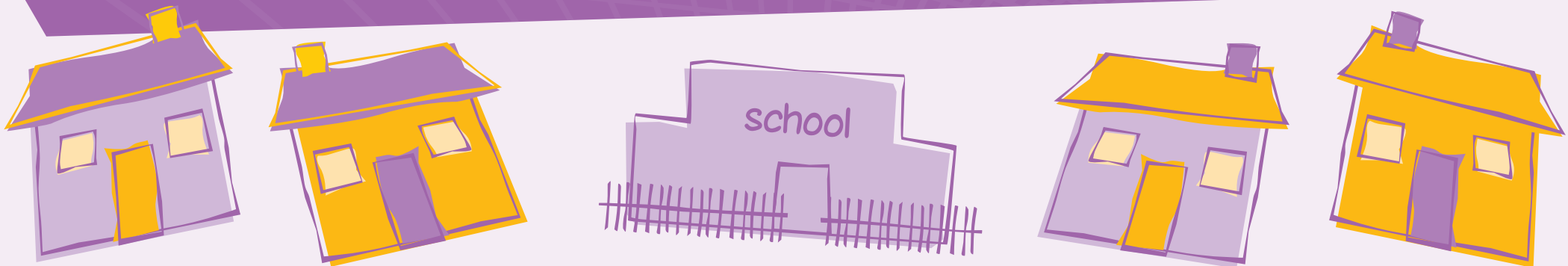
The children will all have different ideas about 'home' but they all need to know that their family is just as good as and important as any other family.

## WHAT YOU NEED

- Teachers Have Family Too! (Resource C)
- Here We Are! (Resource D)

## WHAT TO DO

- My Family
- Here We Are!





## My Family

Sometimes children seem to believe that teachers do not have homes and families like they do. Some even think they live in the school! Explain that as a class you are going to talk a little about your homes. Introduce the discussion by using Resource C: **Teachers Have Family Too!** You may wish to adapt this resource later for your class to use. Give information you are comfortable with. For some of you, this may include using words such as separated, divorced or dead. This is fine as some of the children will be able to relate to these words.

Organise the children into a circle. Ask them to close their eyes for a minute and to think of one particular time when the family members they are with now were very happy. Invite volunteers to describe their happy family moment. Don't worry if the children talk generally about their family as this is just the starting point.

Open up a discussion with the question:

### **Why do you think we live**

**in families?** Use a thinking skills structure to frame the discussion. Use words and phrases such as:

- advantages;
- disadvantages;
- other options; and
- the pros and cons of each option.



## Here We Are!

If you wish, use a speaking object to manage the discussion. Pass it from the speaker to whoever indicates by eye contact or the agreed signal that they wish to speak. The children should take responsibility for passing on the speaking object and for deciding to whom it should be passed. Review the discussion and ideas, and decide if living in families is a good or bad idea.

To conclude, ask the children to think of one word to describe their family. If a number of children (for example, three) think of the same word, stop the discussion, ask how many other children thought of that word, affirm their choice and give them two or three minutes to think of a new word. Then complete the activity.

Give each child a copy of Resource D: **Here We Are!** and explain it. Have the children complete part of the work in school and collect the autographs for homework. Alternatively, have them complete the entire sheet as a home learning assignment. Explain that babies can make a scribble or a fingerprint. If a child wishes to collect a fingerprint instead of an autograph from everyone that is fine if parent(s)/carer(s) are in agreement. Dogs have footprints too! Have each child keep their work for final inclusion in their *I Belong..... Book*.

You may consider asking a family to come in to your class to answer the children's questions about what it is like to live in the community. If a new family has joined the school their experience could be contrasted with a family that has lived there for a number of years. It may also enable discussion about how to make new families feel welcomed into a community.



# Learning activity 3: I belong in my community

## CORE CONCEPT

We meet our needs for friendship and belonging in a wide variety of situations.

## SUGGESTED SUCCESS CRITERIA

We will reflect on places to which we belong outside the home or school.  
We will develop our sense of belonging through interaction with others.

## POINTS TO NOTE

It may be best to give the children four or five days to complete the home learning activity, including a weekend.

Make sure you have sent Resource A: Letter to Parent(s)/Carer(s) home, as the children will need some support.

## WHAT YOU NEED

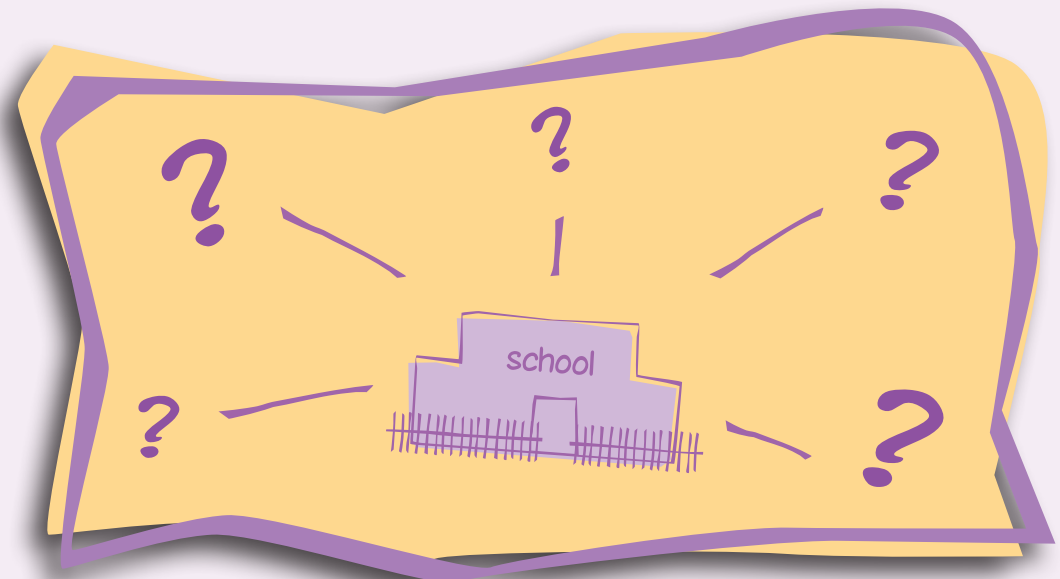
- Me in My Community (Resource E) (some children may wish to complete more than one)
- Speaking object
- One flip chart page or similar for each group
- Colouring materials
- Small cards with the children's names written on one side

## WHAT TO DO

- Let's Talk
- Community Map
- Class Display

## Let's Talk

Have the children sit in a circle. You could introduce the lesson like this: **Today we are going to talk more about belonging. We have talked about belonging in your home and people have explained that they really feel they belong at mealtimes or on birthdays or when everyone watches a video together.** (Use whatever examples the children gave in previous lessons.)





**We talked about school and you said that you feel you really belong when we sing together or when we have a laugh or when we go on an outing.** (Again use the children's examples.) **I'm wondering what feelings you have when you feel that you belong.** (Perhaps have a short thought shower exercise at this point. The words happy, safe, relaxed may come up.) **I'm wondering are there other places where you feel happy and safe. Let's record all the places where you feel safe and happy and you feel you belong.'**

Display the list in the classroom. The children's answers will probably include things like granny's house, cubs, my childminders, my auntie's, after school club or football training.

## Community Map

Pair group the children into groups of five. Give each group a flip chart page that has been divided into five sections (roughly the same size) using curved lines. Also give them colouring materials. Have the children assign group roles, for example time-keeper, spokesperson and manager. Allocate one section of the flip chart page to each child in the group.

Tell the children that they have ten minutes to draw all the places they feel they belong to outside of school. This task will not work well if the children are seated conventionally around a table. They may need to lie on the floor or stand around a table. After ten minutes, have each child talk to their group about their drawings. Ask them to listen very carefully to each other because at the end there will be a memory game to see who was listening well.

Next, ask the spokesperson from each group to present their group's map to the rest of the class. As each child's work is being presented, ensure that the child feels it is a fair representation of what he/she said

in the group session. Allow brief explanations or additions to be made if necessary.

At the end, pass around cards with the children's names on them, blank side up. Have each child pick out one name. Ask them if they can remember what the other child spoke about. If they are able to summarise what they heard, give them a round of applause. If they have trouble remembering, invite the other children to suggest a response.

## Class Display

Make a display of the community maps made by each group. These are representative of the interdependent nature of the community because many children will show aspects not known or visited by other children in the class. For example, within the same group or class one child may see a local street as a place where he/she belongs whereas another child may see a nearby field as somewhere they belong.

Give the children a copy of Resource E: **Me in My Community** and discuss it with the children. Assign it as a home learning project to be completed over a few days or perhaps a week. If a child belongs to a number of organisations or feels they belong to a number of different places, he/she may need more than one copy of the resource. Have each child keep their work for final inclusion in their I Belong..... Book. This is an ideal opportunity for children to learn more about each other and about their community and those who live and work in it. For example, if a child refers to being in the Anchor Boys and another child asks what it is, have the child who is a member explain and answer questions from other class members.

*I belong...*  
*I belong...*



# Learning activity 4: I would like to belong

## CORE CONCEPT

It is good for children to have ambitions and dreams for the future. When children have positive ambitions and a chance to articulate them, it helps them keep a sense of themselves. It can also be a first step to success in their chosen dream.

## SUGGESTED SUCCESS CRITERIA

We will explore and articulate some of our ambitions for the future.  
We will use and further develop our listening skills.

## POINTS TO NOTE

The children's ambitions may seem unrealistic or unattainable to you. However, it is important that they have dreams and that they listen to each other and show respect through their words, tone of voice and body language.

## WHAT YOU NEED

- Coloured markers for board
- Small cards with the children's names on them

## WHAT TO DO

- Let's Talk
- Listening To Each Other
- When I Am Older
- Visualisation
- Hoopla!



Granny's house



School



My house



## Let's Talk

Have the children sit in a circle or semi-circle. Ask them to thought shower all the places they have found that they belong to. Display their responses in the classroom. Ask them to look at the list of places and decide if they belonged there when they were three years old.

Use a coloured pen to circle the places that the children belonged to when they were three. Examples might include home or granny's house. Circle all the other places using a different colour.

Ask the children to thought shower places they might like to belong to when they are older. This can include social, recreational or work situations and should not be confined to any one of them.

## Listening To Each Other

Explain that everyone will have a chance to talk. Invite the children to recall the listening game played in the last lesson. Ask them, **'What are you doing when you are really listening?'** Looking, listening, remembering, concentrating and ignoring distractions are all suitable responses. Ask the children to work really hard at these listening skills. Next, invite each child to talk about one place s/he would like to belong to when s/he is older, and to give a reason. You can join in too! At the end, have each child pick one of the name cards and remember what that child said. If appropriate, comment on how much improvement you see in their listening skills.

Social

Recreational  
Work



# Learning activity 4: I would like to belong (continued)

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## When I Am Older

Have the children design their own page entitled When I Am Older. Have them include the following on the page:

- one representation of themselves (drawing, photograph or collage);
- two groups they would like to join; and
- three places they would like to visit in the future.

This activity could be extended to include showing their hopes (dreams) for belonging with people and places now and for the future (holidays, school, games, friends, or jobs). The children could present their dreams to the other children but be very careful that no one treads on someone else's dream. Alternatively, each child and adult could complete the following sentence stems:

- Next year I would like to belong to...
- In five years time I would like to belong to...

Often voicing an ambition is the first step towards it happening. If children are particularly interested in an organization, club or sport consider inviting a local representative to come and speak to the children about it.

The children have now completed the following sections of their booklet on belonging:

- I Belong With My Class;
- Here We Are;
- Me in My Community; and
- When I Am Older.

Fix these pages together to form a personal booklet for each child. Finally, have each child make an

individual cover to represent what their booklet contains. Encourage them to choose the design. Mount the booklets in a class display and invite parent(s)/carer(s) and/or friends to view the work of the class. Alternatively, (if the A3 form has been used) combine all the children's work together into a class book that can be left in the library.





## Visualisation

Carry out the following visualisation exercise with the children:

**Close your eyes ...** (if you wish) **Place your hands gently on your lap ... Place your feet gently on the floor ... Sit comfortably on your chair ... Feel yourself breathing** (in and out) **three times... Feel your breath as it moves gently in and out of your body ... Listen to your heart beat ...** (Pause) **Picture your very special place.** It may be somewhere in your home. It may be a tree, or a wall that you like to sit on. Imagine you are there now. You feel safe and secure. You like being there in your special place. Sometimes you bring someone else into your special place and sometimes you are there by yourself. Today

**you might bring all the children who belong in this class with you. Think of all the children who belong in this class. Send your love and friendship out to each person. Picture all the different faces. Think about how you feel now about belonging with all these children in your class. Maybe you feel excited, maybe you feel a little worried, maybe you feel glad. With your inside voice tell yourself how it feels to belong with all the children in this class. Now bring yourself and all the children slowly back from your special place, slowly back into the classroom ...** (Pause) **Open your eyes. Look around at the faces of the children in your class. Stretch. Now, let's hold hands (if possible) and shout, 'Today is a belonging day!'**

## Hoopla!

Have the children work in groups for this practical experience of belonging and working together as a group. Give each group a large hoop and have one child place it on his/her arm. Have the children hold hands and pass the hoop around the circle without anyone letting go of each other's hands. The aim of the game is to have the hoop pass right round the circle to the starting point.



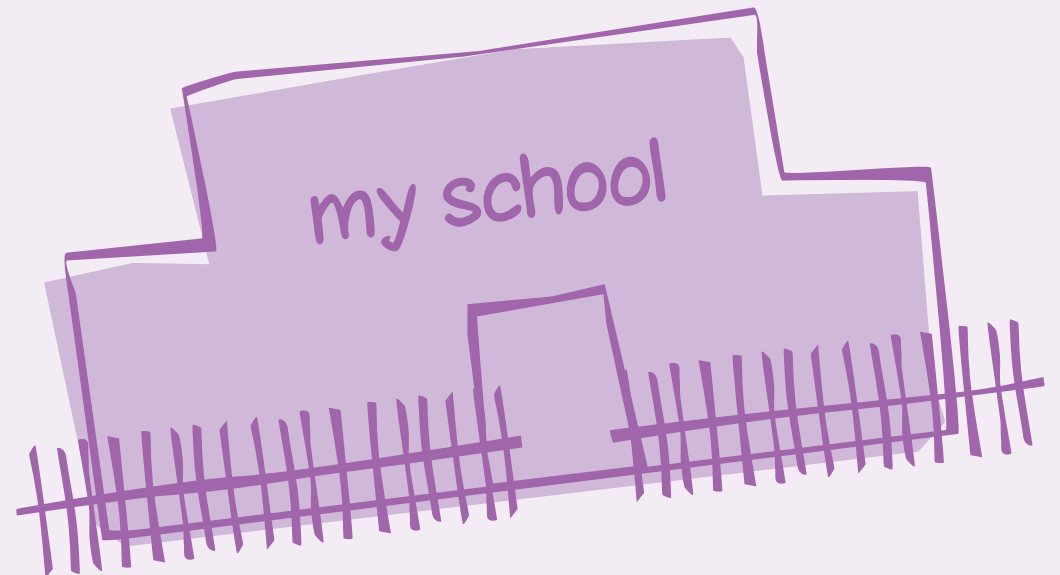


# Resource A

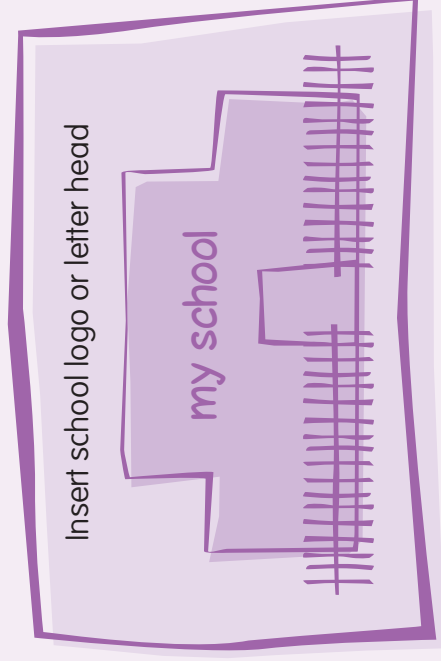
Personal Development and Mutual Understanding **Violet Unit**

Learning activity 1: I belong in my class

## Letter to Parent(s) / Carer(s)







Date

**Dear Parent(s)/Carer(s)**

In this unit of Living.Learning. Together our work will involve thinking and talking about places where we belong. It is important that we help children to build a sense of belonging and to see their place and role at home, in school and in the community. This helps children build a sense of security and creates an awareness of the important role they play within these places.

As a part of our work, we will be asking the children to collect autographs from home and from other places where they belong. Please support your child with this task and help them get autographs. Places where they belong might include a club, a team, a childminder's or grandparent's house or even on the road with friends. We will also be talking about places we might want to belong to in the future, so you might want to discuss this with your child. I hope your child will enjoy collecting autographs and that it will help him/her build up a sense of belonging and security.

We plan to ask the children to think of their dreams for the future. It is important to accept whatever dream a child may have and to treat it very gently. Dreams can be the first step to success. To help the children talk about their dreams, we will have some home learning activities for you to complete with your child. As always, it will be helpful if you discuss the various activities that your child is also doing in school.

A copy of the materials being used is available in school. Please feel free to discuss these with me or to talk to me about any concerns you may have.

Best wishes,

**Class Teacher**



# Resource B

Personal Development and Mutual Understanding **Violet Unit**

Learning activity 1: I belong in my class

## Me in My Class





My name is .....

My teacher is .....

What I like most about my class is

.....  
.....

My friends say I am .....

.....

and .....

My teacher says I am good at

.....  
.....

These are the autographs  
of everyone in my classroom:

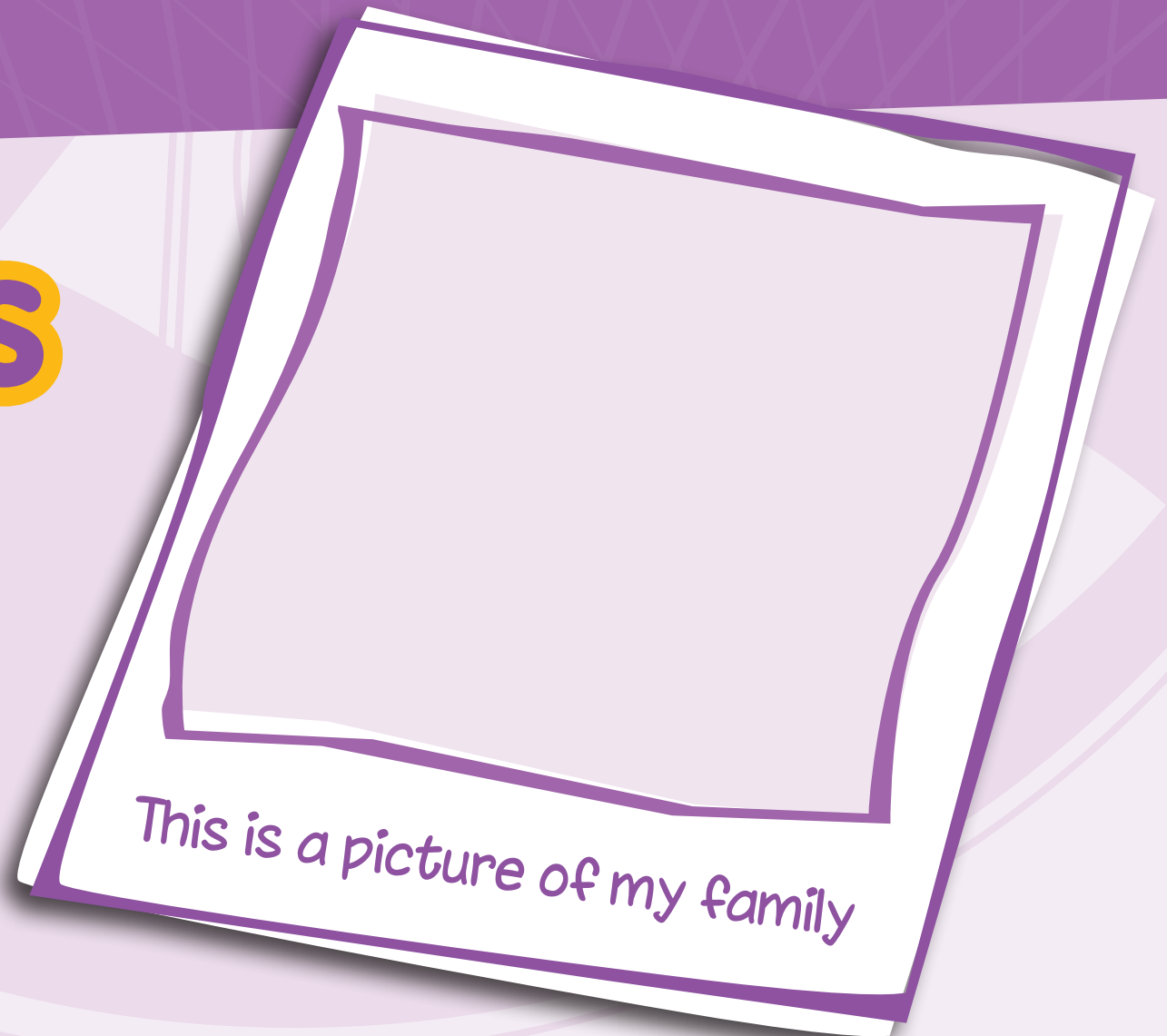


# Resource C

Personal Development and Mutual Understanding **Violet Unit**

Learning activity 2: I belong in my home

**Teachers  
Have  
Family  
Too!**





I live with .....

My favourite way of spending a weekend is .....

My favourite place is .....

My favourite meal is .....

I belong to .....

My family say I am .....

My class say I am .....

Something I enjoy doing is .....

My happiest day was .....

My family's autographs:



# Resource D

Personal Development and Mutual Understanding **Violet Unit**

Learning activity 2: I belong in my home

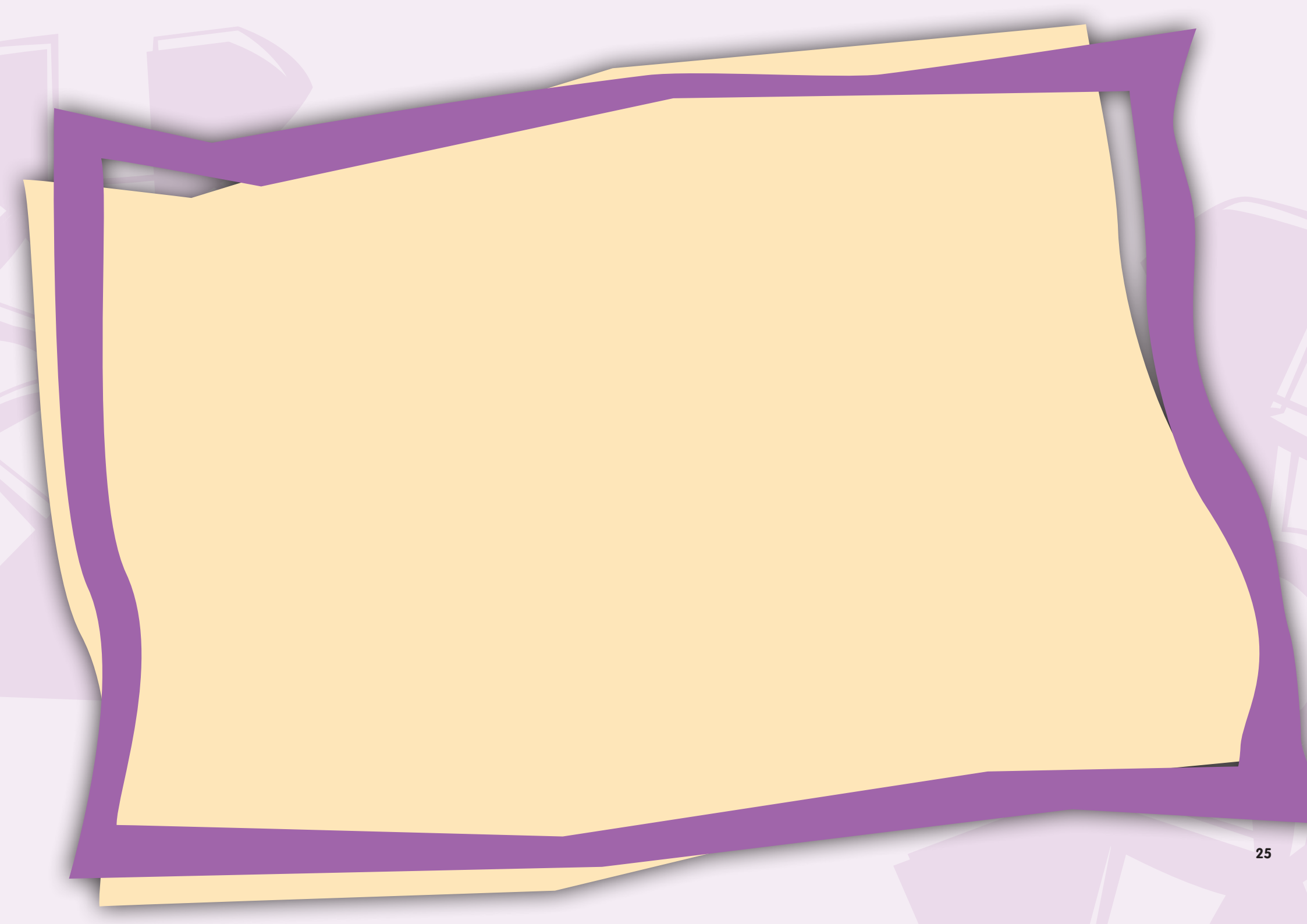
## Here We Are!

**Dear Parent/Carer/Family Member,**

Please help your son/daughter draw an outline of the front of your home in the box below. In the outline of your home, draw or cut out photographs of the family members who live there. If you use cut outs from photographs please stick them on. If you have a family member who no longer lives at home but your son/daughter would like to include them, place them outside the outline of your home. Pets can be included!









# Resource E

Personal Development and Mutual Understanding **Violet Unit**

Learning activity 3: I belong in my community

## Me in My Community





When I go to this place I .....

.....

My happiest day here was .....

.....

.....

The people I meet here are .....

.....

.....

They say I am .....

.....

These are the autographs  
of the people I meet here:



## Suggested stories

Grindley, S. & Dodds, S.  
**Can I help Dad?**  
(1989 Simon & Schuster Ltd)  
0671699504

Oram, H. & Ross, T.  
**The Second Princess**  
(1995 Collins)  
0 00664412 0

Simmonds P.  
**Fred**  
(1987 Red Fox)  
0 09 926412 9

James, S.  
**Leon and Bob**  
(1998 Walker Books)  
0 7445 5491 8

Hughes, S. **Moving Molly**  
(1991 Red Fox) 0099916509

Curtis, J.L.  
**Tell Me Again About The Night I Was Born**  
(2000 Harper Trophy) 0064435814

Dunbar, P. **Penguin**  
(2007 Candlewick)  
0763634042

Voake, C. **Ginger Finds A Home**  
(2003 Candlewick) 076361999X

Moon, N. **Something Special**  
(New Ed. 2007 Orchard)  
1846165784

Hunter, R. **Moving House**  
(2004 Evans Bros. Ltd)  
0237526964

Urbanovic, J. **Duck at The Door**  
(2007 HarperCollins) 0061214388

Pfister, M. and Long, S.H.  
**Sea of Riddles**  
(2003 Night Sky)  
1590141113

Pfister, M. and Long, S.H.  
**Hide and Seek**  
(2003 Night Sky)  
1590141105

De Beer, H. **Little Polar Bear**  
(New Ed: 1999 North-South Books)  
073581080X

Aikins, D. **Big Sister Dora**  
(2005 Simon & Schuster)  
068987846X

## Suggested further reading

**Children's Rights: Voice**  
(2004 Save the Children  
& W. Evans Bros. Ltd)  
0237 525542

**Children's Rights: Home**  
(2004 Save the Children  
& W. Evans Bros. Ltd)  
0237 52550X

**Home From Home**  
(2003 Save the Children)  
1 841870838

Connolly, P., Smith, A. and Kelly, B.  
**Too Young to Notice**  
(2002 Community Relations Council)

Lynagh, N. & Potter, M.  
**Joined Up: Developing Good Relations in the School Community**  
(2005 NICIE and The Corrymeela Community) 11 87373930 3

## Suggested resources

CCEA **Primary Values**  
(2005 CCEA)  
185885337 0

**Ideas for Connecting Learning, Years 3 & 4**  
(2007 CCEA Let's Celebrate; Houses and Homes)

Weir, L.  
**Holly's Big Adventure**  
Wise Up and Think! Series  
(2007 CCEA)

Mosley, J.  
**Quality Circle Time in the Primary Classroom** (LDA:1997) 1 855033577

The Lift Off Initiative, **The Right Start**  
(2007 Amnesty International, UTU and INTO)  
[www.liftoffschools.com](http://www.liftoffschools.com)

School Councils Toolkit  
[www.schoolcouncils.org](http://www.schoolcouncils.org)

Games, posters and books from  
[www.incentiveplus.co.uk](http://www.incentiveplus.co.uk)

