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| **images for schemes\little_images\portrait-sm.gif** | Ealing Agreed Syllabus: guidance for teachers | |
| **F3: Who am I?** | **Overall aim:** to demonstrate awareness of how we make sense of the world and to begin to explore the question of identity. |

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| Hands on | Pupils will | explore how people use their hands to learn about the world and to convey certain feelings. | |
| ***Aim:*** to examine how we learn about the world through touch. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** As a class, sing a (non-religious) song that features the hands, e.g. “If you’re happy and you know it clap your hands”. What does raising a hand in class mean? Point out that this is a ‘sign’ that the person who raises their hand wants to speak. | | | LionStoryteller  *The Lion Storyteller Bible*, Bob Hartman, Lion Publishing, ISBN 07459 3607 5  Site with action rhymes:  <http://www.preschoolrainbow.org/preschool-rhymes.htm>  Hand puppets  Creams, plastic glove and water, scented oils, candle |
| **Activity 1:** Get class to perform some action rhymes, e.g. 10 little fingers, little thumb Tommy thumb, Wriggle your fingers, Clap your hands, My hands, Fingers Twinkle Twinkle, Busy Fingers Fingers Dance. | | |
| **Activity 2:** Use hand puppets to interact with the children (encourage turn taking). Ask the puppet to say something nice. | | |
| **Activity 3:** Using the Lion Storyteller Bible, tell the story of Jesus using his hands to bless the children. Play a YouTube version of the song “He’s got the whole world in his hands”, pointing out that Christians believe that this song shows Jesus caring for the world. | | |
| **Activity 4:** Emphasise the things that we do with our hands. Use a feely bag that contains different textured items for the children to feel. Encourage sharing and turn taking. Examine different sensations by, e.g. massaging hands using creams /aromatherapy oils etc.; freezing water in a plastic glove; making plaster hands. Ask children to close their eyes and shake hands. How do these hands feel? | | |
| **Activity 5:** In pairs, have one child close their eyes and have the other child draw/write something simple in their partner’s hand (e.g. circle, square, letter, number). Can the child with closed eyes guess what was written? Point out that blind people learn to read through touch (if you have an example of something written in braille pass it round). | | |
| **Plenary:** Light a candle and get the class to close their eyes and silently give thanks/express gratitude for the gift of hands and the sense of touch. (*Note:* It is important to emphasise that this can be a silent prayer or it can be a feeling of gratitude. This is one place where it is possible to unite children from religious and non-religious families, i.e. that one can feel gratitude for life’s blessings without having to express that gratitude to a deity. In the simple act of *encouraging reflection* on a feeling such as gratitude one can sow the seeds for the development of an inner spiritual life that may or may not be linked to religion.) | | |

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| Take a stand | Pupils will | be introduced to the symbolism of feet and to the concept of taking a stand. | |
| ***Aim:*** to introduce the symbolism of feet and taking a stand. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Sing: “If you’re happy and you know it stamp your feet.” Play some marching music, e.g. “The Grand old Duke of York “(emphasising marching action and use of feet). Sing: “This is the way we jump around” to the tune of “Here we go round the Mulberry Bush”. (Differently abled children should be encouraged to slap their hands on their desks or chair arms to simulate marching/jumping.) | | | Buddhapada  *Buddhapada*  Limestone panel, British Museum  [www.religionfacts.com](http://www.religionfacts.com/buddhism/symbols/buddhapada.htm) |
| **Activity 1:** Look at photos of a variety of footwear from both children and adults, being sure to include some pictures/video of athletes using running blades in the Special Olympics. What do the various types of footwear suggest about the person or the activity performed while wearing that footwear? | | |
| **Activity 2:** Ask: “Have you ever seen footprints on the beach or in the mud? Have you ever thought about who made the footprints?” Introduce the phrase “following in someone’s footsteps.” What might that mean? If there is someone you really admire you might want to follow them around to learn from them. “Following in someone’s footsteps” can mean following their example. Show class a picture of the Buddhist symbol of the Buddha’s footprints (*Buddhapada*). Explain that for people known as Buddhists this is a very important sign of their religion, meant to indicate the presence of the founder of their religion. But it can also mean to follow the Buddha’s example. | | |
| **Activity 3:** Introduce the phrase “Stand up to bullying”. Ask if anyone in the class has ever been bullied or seen someone being bullied. Who has stopped the bully? If it was a smaller child being bullied, did someone else stand between them and the bully? If so, this is an example of what it means to “Stand up” against or for something. Ask class to raise their hands if they are against bullying? Then ask them to stand up if they are against it. | | |
| **Activity 4:** Ask one child to sit in a chair and pretend that the chair is their wheelchair, that they are unable to use their legs. Now imagine that they see someone being bullied. How could they ‘stand up’ to the bully without using their legs? Could they speak loudly asking the bully to stop? Could they call for help? Even if they just quietly seek help from someone (so as not to endanger themselves by attracting the bully’s attention) they are still ‘standing up’ to bullying. Use this as a way to show that “taking a stand” can mean something other than actually getting to one’s feet. | | |  |
| **Conclusion:** Light a candle and get the class to close their eyes and give thanks for the gift of feet, and for the ability to ‘stand up’ for right and for the strength and bravery needed to take a stand against bad behaviour. | | |  |

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| I feel… | Pupils will | begin to understand the importance of listening to feelings, both their own and those of others; explore the ability of music to affect/reflect feeling. | |
| ***Aim:*** to develop the ability to recognise feelings in self and others. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Play a range of pieces of music, both religious and secular. Ask children to say how each piece makes them feel. | | | *Note:* If you choose a piece of religious music, it might be better if it is instrumental rather than vocal. Alternatively be sure to identify the religion to which the music belongs, e.g. “this is a Christian hymn.” |
| **Activity 1:** In pairs, make different faces (e.g. ‘happy’ face, ‘sad’ face, ‘angry’ face) and get the other child to say what they think that person is trying to convey. How easy is it to work out what a person is feeling by the look on their face? Ask children if they ever get upset because someone (parent/friend) doesn’t know what they are feeling. | | |
| **Activity 2:** Demonstrate to class how it is also possible to convey feeling through the sound of one’s voice. Give some examples. Read some statements (e.g. “Sam took Joan’s lunch”) in a variety of ways which convey different feelings (e.g. surprise, anger, humour, outrage). | | |  |
| **Activity 3:** Draw or show pictures of several emoticons on the IWB. What does each mean? Point out that people started to use these to convey feelings that weren’t getting across another way (e.g. in an email you can’t hear the other person’s voice, so don’t know whether they think something they’ve written is funny, sad or really bad). Do any of the pupils use emoticons, aka ‘smilies’? What is their favourite smilie? | | |  |
| **Plenary:** Light a candle and get class to close their eyes and sit silently. Tell them that they might have to sit quietly for a minute or so to work out what they are feeling. They should focus on what is happening inside them, rather than what is happening around them. After a few moments silence (or as long as they can manage!) get them to open their eyes. What did they think or feel? Was it hard to work out what they were feeling? Were they surprised by what they were feeling? End with a brief discussion of whether sitting quietly like that can make them feel peaceful. | | |  |

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| Inner and outer | Pupils will | understand how we learn via our senses about others and the world around us; think about how their own sensory preferences play a part in defining their identity. | |
| ***Aim:*** to begin to explore the role of our senses in learning about the world and making choices. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Remind pupils of the activity where they wrote/drew in each other’s hand and tried to guess what was being written. Tell them about Helen Keller, a woman who lost her sight and hearing when she was very young. Explain that a teacher named Annie Sullivan was hired to try and teach her the deaf sign language by getting Helen to feel the various signs (as she couldn’t see them). Play the clip of the famous ‘water’ scene from The Miracle Worker, which is the moment Helen finally realised that the signs Annie was getting her to feel actually were names. Get class to try and imagine what it would be like to not be able to hear or to see. | | | “Water scene” from The Miracle Worker <https://www.youtube.com/watch?v=lUV65sV8nu0> |
| **Activity 1:** If there are any EAL children in the class, ask them what it was like being at school or in play group before they had properly learned English. If they speak a different language in the home, do they feel like a different person than the way they feel when they are in school and speaking/hearing English? | | |  |
| **Activity 2:** Show or hand out a simple Venn diagram template with three overlapping circles. Tell pupils to imagine each circle represents a different place, e.g. home, school, place of worship/other special place. And that the space in the middle where the three circles overlap represents them. Get them to imagine standing in the middle and turning to face each of those places. What do they see, hear, smell? How do they feel in each of those places? They can draw emoticons in their circles to show their feelings, and of course they are likely to feel a whole range of feelings in all three of those places. | | |  |
| **Activity 3:** Hand out another Venn diagram, this time one that represents the ‘tastes’ of those three places. What is their favourite school dinner or snack? What is their favourite food they get at home? In the ‘special place’ circle they should draw something that represents food they get in that place, or perhaps a food they eat at a certain time of year. Imagine that they were allowed to refuse to eat one type of food, what would it be? Share their choice with a classmate: do they both dislike the same food? Or are their likes and dislikes different? Is it okay to like different things? | | |  |
| **Plenary:** If the children are used to regular ‘circle time’ sessions, have a discussion between the difference between the quiet, thoughtful time of ‘circle time’ and more outward focussed activities, e.g. break time in the playground. Why is it good to have both? Point out that some people prefer one over the other, and that is okay. But that it is also good to have a balance of ‘quiet’ times and ‘social’ times. | | | Useful explanation of Circle time for parents: http://www.ludworth.org.uk/wp-content/uploads/2012/07/Circletime-What-happens-in....pdf |

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| Who am I: home | Pupils will | understand that they learn things about who they are from their family, school and friends. | |
| ***Aim:*** to begin to explore our identity in our home and school life. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter**: As a class, suggest some questions aimed at finding out something new about a classmate. For example, does your family have any pets? Do you have any brothers or sisters? After you have a few suggestions for questions, do a pair/share activity, asking and answering questions about one’s family and one’s home life. What did they learn that they didn’t know before? | | |  |
| **Activity 1:** *Ask:* Are all families the same? What are some differences? Are the children surprised to find out that there are different sizes/shapes of families? How do they define themselves in their family or home situation? Give some examples to get them going (youngest, sister, brother, foster child, only child). Encourage them to celebrate their difference, saying for example that we can learn different things from different kinds of situation. | | |  |
| **Activity 2:** Talk about personal names, first names and family names. Usually, if you have sisters and brothers you will have different first names but the same last names. If there are Sikh children in the class talk about the names Kaur (‘princess’) and Singh (‘lion’). Explain that Sikhs are given these names (Kaur for girls and Singh for boys) as a sign that Sikhs are all equal. Does the class have a symbolic name? How do names help us? | | |  |
| **Activity 3:** Talk about other kinds of names. For instance ‘teacher’, ‘pupil’ ‘headteacher’. Give examples of other types of ‘identifiers’, e.g. doctor, policeman, priest. These types of names can tell you something about what the person does. Show pictures of people in familiar roles and see if the children can identify those roles. Get the children to imagine what they might like to do when they are older. | | |  |
| **Plenary:** Ask children to volunteer one thing that they do as a family or with part of their family. For instance go to a place of worship, or spend time in a library, museum, park or allotment. If they go to a place of worship with their family, what kind of place? What name goes with that, i.e. is their family Christian? Muslim? Does everyone in a family think alike? Is it okay to have different likes, e.g. some members of a family might like to read more than to play outdoor games. How can we be more accepting about difference? | | |  |

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| Who am I: belonging | Pupils will | explore the concept of belonging; talk about the idea of belonging to a religion. | |
| ***Aim:*** to explore some signs and ideas of belonging. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Using pictures show class some school uniforms. Which ones are from their school? How can they tell this? Look more closely at the insignia or badges of the school. | | | Pictures of school uniforms; school insignia/badges. |
| **Activity 1:** Does the class-group have a name/badge? If not, as a class design a badge. What do the elements of the badge mean? Do the pupils like badges? Do badges make them feel like they belong? | | |  |
| **Activity 2:** Show examples of some flags, e.g. British, American, Scottish. If there are class members that are recent arrivals, show the flags of their country of origin. Explain that showing a flag can mean that you feel that you belong to that country in some way. Or that you support something related to that country, e.g. a national football team. | | | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSasgUPiT170bcybm7_nEzoeHW43rsGduNWMJxwZZ8GCqVs2KrIvd7WZy8  Nishan Sahib |
| **Activity 3:** Show a picture of the Nishan Sahib, i.e. Sikh flag. Does anyone in the class know what it is? Explain that this flag is usually flown to indicate a gurdwara or Sikh place of worship. If there are any Sikh children in the classroom, ask if they know of other signs of being a Sikh. Let them tell the class if, for example, their father wears the turban, or their parents wear the steel bracelet. | | |
| **Activity 4:** Do any of the other children in the class want to share some signs of belonging that they know from their experience in their family? For instance do any of the young girls wear a headscarf? Perform a class audit of the children’s family backgrounds. If relevant, ask them to explain to the rest of the class what they and/or members of their family do and wear to show that they belong to a certain religion or club. | | |  |
| **Plenary:** Sum up the different ways we can belong to a group or family. That it is important to be both an individual and to experience a sense of belonging. That we have different names for both things, we have our own first name, and we have family names, and names that indicate that we are part of a group (e.g. a school group, or a religious group). If the class has designed a class badge, explain that (some time in the future, i.e. after either you, or the pupils, create the badges) you will have a simple ceremony of joining, when each child will receive a badge. As a class design the ceremony. What would you do to mark the occasion as special? | | | Simple paper class badges and pins. |

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| Key words | Identity, feelings, beliefs, flags, badges, insignia, ceremony |
| **Points to note** | This is a good place to have discussions about ‘difference’ and how different experiences, even hard experiences (e.g. being a refugee) can teach you useful things. And that it is okay to feel different from other members of your class or your family. |
| Expected outcomes | |
| Children are asked to answer in words and/or artwork the question “Who are you?” (They should be prompted to include anything relating to groups to which they belong and how it feels to belong and/or to be who they are.)  Pupils are working at *emerging* levels if:   * they are able to say their name and give one relationship descriptor to describe their identity in a family or group. * they can simply describe how it feels to be them or to belong to a family or a group.   Pupils are working at *expected*  levels if:   * they are able to give several different descriptors of themselves in response to that question. * they can identify themselves in terms of a family or a religion or other group and articulate how such belonging makes them feel. * they can give an example of a symbol of belonging.   At the end of this unit pupils are *exceeding* expected levels if:   * they are able to explain the meaning of things like class badges, signs of belonging to a religion or sayings like ‘take a stand’. * they show they understand the difference between their own feelings and ideas to those of others. | |

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| Background information | |
|  | The Nishan Sahib, which symbolizes the presence of the Khalsa (i.e. body of believers) is placed outside every Sikh Gurdwara, supported by a pole of timber or metal.  The flag consists of the *khanda*, a Sikh symbol, typically rendered in blue on a saffron background, although these colours can be reversed. The khanda is placed high up on a flagpole as a sign that this is a place where people can come and pray. The flag is considered sacred to Sikhs. Every April during the festival of Vaisakhi the flag is washed using milk and water; it is also replaced when the colour has faded.  *Left: Nishan Sahib at Guru Nanak Darbar, Southall* |