

Being Special: Where do we Belong?

End of Unit Goal – Children will continue to develop positive attitudes about the differences between people.

Date	Objective (s)	Task/activity	Resources	Key Vocabulary
Lesson 1	I can talk about what makes me feel special.	<u>Main Teaching/Differentiated Activities/Challenges</u> Before the session, send out a star to each child's family, family to return the star saying something the child is good at. Read the story 'The Ugly Duckling' explain to the children that this character turns out to be special, even though at the beginning they don't appear to be. What is special about this character? Draw out from the story that everyone is special in their own way, ask the children to think about what they are good at? How are they different to others? Read the children's stars. Children to sit in a circle, and play pass a smile' discuss how it feels when someone smiles at you. Think together about times when others have made us feel happy and special.	The Ugly Duckling	Special, unique, different.
Lesson 2	I can explain how Christians know that children are special to God.	<u>Main Teaching/Differentiated Activities/Challenges</u> Split the children into pairs, ask the children to say something nice about the partner they are with. Refer to the message that everyone is special. Who is Jesus? Remind children that children that Jesus is God's son. He is God's messenger. Explain that today we are going to discuss when Jesus blessed the children. Lots of people visited Jesus and wanted to be blessed and healed by him, explain that his disciples became angry about this. But Jesus, was happy to see the children, and that we should all be a bit more like children.		Jesus, disciples, special, sacred.
Lesson 3	I can talk about groups that I belong to.	<u>Main Teaching/Differentiated Activities/Challenges</u> Ask the children to think about where we are, what do we do at	Badges and logos	Belonging, special, unique,

		school? Who do we see? How does it make us feel? Do you go anywhere else that makes you feel special? Encourage children to think about clubs, family etc. Give pupils the opportunity to bring in any special clothes they need to wear as part of these groups and discuss them with the others. Find out together which of the places have a badge or logo that members of the group wear to show what the group is and that they belong to it. Pupils copy one of these to represent one group that they belong to. To talk about how belonging makes them feel. Remind pupils that most people in the class belong to at least three groups of people – their family, their class group and their school group and some belong to many more. Ask pupils how belonging to a group makes them feel. Set them the challenge of coming up with as many Wow Words as possible for how belonging makes them feel. Pupils finish the sentence ‘Belonging makes me feel...’ a give a reason if possible.		
Lesson 4	I can explain how Christians welcome a baby into the family.	<u>Main Teaching/Differentiated Activities/Challenges</u> Tell pupils some good news – they are going to have a visitor for snack time/a particular lesson/a class lunch! Gather together examples of how pupils make guests feel welcome when they have visitors to their homes and give pupils the chance to talk about their feelings towards having visitors. Invite suggestions for what they might do to make the visitor feel welcome to class. Find a willing member of staff or some older pupils to be the visitor/s and carry out the pupils’ welcoming ideas. Ask those pupils with younger siblings to explain how they felt when their new baby came. What new things did they have to do when the baby arrived? Remind pupils that everyone in the class was once a baby (even the adults!) and people may well have been delighted to welcome them when they arrived. Look at the baby photos without giving away whose is whose and see if the class can match them up with the person each baby has grown into. Ask pupils to explain what their memento is and help them to talk about who was welcoming them and how, alongside why it is an important keepsake for themselves and their families. Put a range of artefacts	Photos of a christening	Christian, baby, christening, belief, welcome

		and objects connected with infant baptism on a cloth with pupils seated around. Try to include a baptism invitation, card, certificate, baptismal gown, cross, Bible, baptismal candle and baby presents given at a baptism (eg baptism cup/jewellery with cross/baptism book). Also include images of a church building, a baptism taking place, a font, a christening cake and a baptismal shell. Ask pupils to explain as many of the items and images as they possibly can from their learning about baptism and help them to understand the significance of any they don't know. Play Kim's game by covering up the items and taking one away – pupils should identify what is missing and how it is linked to a baptism ceremony before they win the round. Play 'What am I?' in which one pupil is sent to the back of the room whilst the rest of the group decide on one item or object in secret – the child at the back should return and ask questions in order to determine which object the others have selected. Allow pupils to role play an infant baptism in groups – if appropriate, some of the objects and images from the cloth could be used in the role playing.		
Lesson 5	I can talk about how a baby is welcomed in Islam.	<u>Main Teaching/Differentiated Activities/Challenges</u> Think together of times when it is good to whisper. What do pupils like about whispering? (it is calm, quiet, helps to keep things secret, might not wake a sleeping baby etc). Play a game of Chinese whispers. Compare it with a game of Chinese shouts – does the latter work as well? Take a register in whispers and have pupils whisper in response to their names. How does this feel compared to the usual register? Show them a picture of someone whispering the Shahadah, the statement of Muslim faith, into a new baby's ear. Ask pupils first of all to make some guesses: What is happening? How does the man feel? What is he thinking? Will he shout or whisper? What will he whisper? Then tell them what is really happening, including explaining that the words being whispered are 'God is most great. There is no God but Allah,' and ask them what they like about the picture. Explain that this is not the only thing that Muslim families do to welcome a baby. There are other ceremonies too that are called aqiqah (which is the name given to a group of Islamic birth ceremonies). Show an image of a baby having its hair shaved at an	Pictures, baby, sweet food	Muslim, islam, faith, shahadah, aqiqah

		aqiqah ceremony – ask pupils to say what they can see about the image and ask any questions they would like to find out. Tell children that many Muslims believe that getting rid of the hair is a way of getting rid of any bad luck or trouble that the baby might bring into the world when s/he is born. The hair is weighed and an equal amount of silver is given to poor people. Meat is shared too, especially with the poor. Why do pupils think a family might give something to poorer people when they have a new baby? It is one way to say thank you to Allah for the baby's birth. Using a doll, remove the hair from its head (warning pupils never to cut or shave anyone's heads themselves) and weigh it to find out how much silver would have to be given for that amount of hair. Tell pupils that the baby is also named and given something sweet and something bitter to taste to show they will have good times and hard times in life. Taste sweet food such as some sugar or a little piece of date. Invite the pupils to come up with their own messages for a new baby.		
Lesson 6	I can explore and find out about objects that matter in Hinduism.	<u>Main Teaching/ Differentiated Activities/Challenges</u> Ask pupils to think about brothers and sisters in their families – which members of the class have siblings? Are they younger or older? Encourage pupils to talk about times they have been looked after by a brother, sister, other family member or someone else. Explain that in the Hindu religion they celebrate the festival of Raksha Bandhan – the celebration of brothers and sisters. Watch the video https://www.youtube.com/watch?v=-weku8zt6es Ask pupils to share their thoughts on how brothers must feel at Raksha Bandhan. How must sisters feel? Pupils make a special friendship/love band for a brother, sister or someone special, using craft materials. Ask: Who is your band for? Why did you choose that	video	Hinduism, belief, brothers and sisters, tie

		person? How might you feel if you were given a band to show friendship/love? How would you look after it?		
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