

Unit 1A What does it mean to belong?

Generic

ABOUT THE UNIT

In this unit children draw on their understanding of belonging, and then relate it to how children are given a sense of belonging in a particular religion. They look at how children are welcomed into different religions. They think about how people show they belong and what is special about belonging.

WHERE THE UNIT FITS IN

Activities and discussions about belonging will have taken place before year 1 in unit 1B 'What does it mean to belong in Christianity?' The concepts within this unit can be applied across religious traditions.

PRIOR LEARNING

It is helpful if children have:

- had previous opportunities to discuss and think about the idea of belonging

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- religion, eg *God, belonging, commitment, gods*

RESOURCES

- artefacts associated with belonging
- a photograph of an initiation ceremony
- a video clip of a religious ceremony

EXPECTATIONS

At the end of this unit

most children will:

retell what happens on the occasion of an initiation into a religion, explaining some of the symbolism; understand the concept of belonging within their own experience

some children will not have made so much progress and will:

recall the main features of an initiation service in a religion; describe simply their own experiences of belonging

some children will have progressed further and will:

explain in detail the symbolism involved in an initiation, and why religions have these occasions; make connections between their own experience and religious beliefs about belonging

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

WHAT DOES IT MEAN TO BELONG?

- about ways in which they belong
 - how belonging is expressed and made explicit
 - about the concept of belonging to their families
- Talk about belonging to the class, school, clubs and their families to 'unpack' the word 'belonging'. Ask the children to discuss how they show that they belong to these different groups.
 - Ask the children to identify a badge or uniform they wear which shows that they belong.
 - Using a word bank, ask the children to complete a worksheet saying what groups they belong to. The children could illustrate one example of the groups they belong to, *eg by drawing a badge*.
 - Talk about belonging to a family in more detail. Ask the children to complete a pre-drawn family tree. They could add on other people who are important to them in their lives. Talk again about what they do to be part of their family.
 - Introduce the idea that people who believe in God belong to a family too – a religious family. Explain that they do things together to show that they belong.

- write about what they belong to
- identify ways in which they show belonging
- draw on their own experience to identify what is involved in belonging to a family
- suggest ways in which members of a religious family might show they belong together

- The word 'family' is used here in its broadest sense, so that it includes all children.
- There are opportunities to explore emblems and badges that the children are familiar with, *eg school badge, town or village sign, Beavers, Rainbows*.
- This lesson could be used to create a class display showing ways in which they belong. Other display materials about 'belonging' could be added over the course of the term.
- The family tree can be tailored to suit the backgrounds of the children in the class. This activity will need to be treated sensitively.

A SIGN OF BELONGING

- that there are a number of religions in the world
 - that religious people feel they belong to a faith
 - that religious people have different ways of showing that they belong to their faith
- Recall, from the end of the last lesson, the idea of a religious family and how members do and wear things to show that they belong.
 - Do a class audit of the children's faiths. If relevant, ask them to explain to the rest of the class what they and their families do and wear to show that they belong to a religious family.
 - Investigate using books, videos or pictures what people do in one religion to show that they belong.
 - Ask the children to complete some sentences on what they have discovered about the different things religious people wear and do. They could overwrite the given part of the sentence. Ask them to draw one thing that is worn, and write a sentence describing what the object is.

- know that religious people belong to a faith
- write about how religious people show that they belong to their faith
- identify an example of something that is worn by a religious person to show that they belong

- If the children in the class do not belong to a religion, teachers could do an overview of the main world religions using pictures of places of worship and examples of what people wear, *eg*:
 - *Hinduism*
mandir
om/laum symbol
 - *Judaism*
synagogue
skull cap
 - *Christianity*
church
cross/fish
 - *Islam*
mosque
prayercap
 - *Sikhism*
gurdwara
turban
 - *Buddhism*
temple
prayer beads
- Use examples of both women and men.

HOW DO CHILDREN BELONG IN A RELIGION?

- what happens to a child when they are initiated into a religion
 - what is involved for a child to belong in a religion
 - about the importance of initiation ceremonies
- Explore how children are initiated into a religion. If there is more than one way, because of different groups within a religion, look at a cross section of ceremonies.
 - Observe an initiation ceremony on video, CD-ROM, in a book or through a visit from a local religious leader; use a doll to re-enact what is done in the ceremony.
 - Think about why children are initiated. Draw upon the children's own experience of being welcomed somewhere, or their experience of seeing an initiation ceremony. Use any relevant sacred texts that address why children are initiated into a religion.
 - Ask children to answer a range of questions about how children belong to a religion, and whether they think it is a good idea to have these ceremonies.
 - Investigate what children do to be part of a religion at home, as well as at their place of worship. Using a worksheet, ask children to tick and cross what children do and don't do to be part of a religion.
 - This could be a miming game where the children choose one activity and mime it to the rest of the group, recalling what happens and why.

- talk about the importance of religious initiation ceremonies
- identify what is involved in belonging to a religion
- communicate their ideas to others clearly through mime

- This section contains enough material for three lessons, examining one religion in detail.
- When using a sacred text you will probably have to rewrite the extract using language that year 1 children can understand.

WHAT IS SPECIAL ABOUT BELONGING?

- how people show they belong to a religion
 - what is special about belonging
 - about the idea of specialness
- Ask children in groups to sequence cards with sentences and pictures that describe how a child and an adult belong to a religion.
 - Then ask the children to think about and discuss what is special about belonging to their family, club or school. Write up their answers so that everyone can see their collective response.
 - Ask the children to fill in missing words in given sentences based on the above activity. Link this to the question *What is special about belonging to a religion for a believer?* Use the sequencing cards as an aid, and ask children to complete the sentence 'belonging to a religion is special to that person because ...'
 - Encourage the children to paint or draw a picture to illustrate their response.

- know how both adults and children belong to a religion
- identify what is special about belonging
- illustrate their idea of specialness

- Some classes will need time to 'unpack' the word 'special', before continuing with the rest of this lesson.
- The children's answers could be added to the display on belonging, along with their pictures of 'specialness'.

FUTURE LEARNING

Children could go on to:

- explore in greater depth the concept of belonging in religion