



Yeadon Junior School

Lesson 1 My Class, My Community

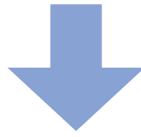


Recognising that I am a part of society

Knowing that each one of us can make a positive difference through being a good citizen

Social Action in context

Understanding what community is and how our class can be viewed as such.



Civic Virtues

Community/Citizenship/Teamwork/
Social Action/Reflection/Compassion



What we want to achieve

Allowing pupils to feel part of their classroom community and to take pride in it.

Extending this knowledge to the wider community.

Social Action Outcome

Pupils volunteering within the class and engaging with different types of Social Action.

Pupils to further develop their sense of community and how their community can positively be impacted through their actions.

Learning Intention: To understand the meaning of the word 'community' and explore how our class functions as a micro-community.



Key Virtues: Empathy, Kindness, Teamwork, Respect, Reflection, Curiosity, Pride and Dignity.

These three lessons constitute parts of a much wider lesson on how Social Action can be interwoven within the community. In this session, we will first explore the generic term of 'community' and identify the many features associated with it.

We will then look at our class as a micro-community and identify the virtues in action and how Social Action is very much part of daily class interactions.

STARTER:

As a class, discuss what pupils understand about the term "community". Explain that the word is often used and at times misused, and that it is therefore crucial for pupils to reflect on the words they commonly use, without giving it a second thought, and that this process is part of becoming knowledgeable and inquisitive.

MAIN ACTIVITIES:

- Exploring the exact terminology: looking at the etymology of the term "community": originating from Latin *communitas* > shared by all and looking at some of the derivatives such as communal / common /commonly etc.
- What clues does it give us about what a community is or is not?
- Based on the information collected, children to explore if and when they have heard the term used before and in what contexts. List these on the board.
- Once this information has been mind-mapped out on the board, children are to further explore if they could consider their own class to be a micro-community-(explain the term micro-) and list reasons as to why this is the case.
- What is our class ethos? What is our common vision and which virtues are we drawing on?
- How is "community" contributing to the shaping of our class?
- What kind of common goals can we achieve together?
- What kind of Social Action could be conducted in the class?

(In relation to Social Action, please make sure that the term is initially defined and understood by all pupils. Make a mind-map on the board of the terms children come up with and highlight the key features of Social Action, then relate these to your own class. In this case, you could decide to further explore the notion of children wanting to help each other out in class for a particular task. For instance, a pupil wanting to ensure that everything that can be recycled is recycled, a pupil volunteering for a specific task which ends up benefiting the greater good of the community, etc.)



PLENARY:

Invite pupils to reflect on what they have just learned and how a class is influenced by many virtues resulting in shaping attitudes and learning outcomes. You can do this collectively or equally you could ask for a volunteer to recap what has been learned so far.

In addition, explain that the next session will draw on today's acquisition and that these newly discussed principles will be applied to the wider school environment.

RESOURCES NEEDED:

Visual Illustrations of Social Action in action!

Dictionary (online etymology-you can use the online Cambridge Etymology or any other suitable site)

Resources needed for planning: refer to recommendations outlines on

<http://www.jubileecentre.ac.uk/framework>

(inspired by the Jubilee Centre Framework for Character Education in Schools)



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Lesson 2

My School, My Community.

Learning Intention: to understand how my class is also a part of the wider school community.

Key Virtues: Respect, Compassion, Teamwork, Pride, Volunteering, and Reflection.

In this session, drawing on the knowledge gained during session one, we will focus on the wider context of the school. Pupils will understand that a class is not working in isolation, but is very much part of a wider community, linked through common goals. As pupils would have had a sound understanding of key features present in their class, we will first look at our class as being part of a much wider scene and we will further explore how the school community is made up of many other interrelated parts. We will also explore how Social Action can be carried out within this broader context.

STARTER:

As a class, discuss the different components that build a school community, such as pupils, teaching staff, visitors, etc. and how a school is a setting made up of unique communal and collective features. Ask pupils to reflect on this issue and create a mind map of their ideas on the board. Highlight common features which were already previously discussed during session one, as this will reinforce the knowledge they have already acquired and will allow pupils to draw connections between the requirements of one's class, and that of a school community as a whole.

MAIN ACTIVITIES:

- Explain that being part of a class or a school community entails a whole range of actions and responsibilities. (List these up on the board into two categories e.g. actions undertaken and responsibilities associated to them). Insist on the importance of abiding by rules and regulations so that the greater good of the institution in question can be achieved. This exercise will allow pupils to reflect on different issues such as personal behaviours, collective responsibilities and how one's actions ripple out and can affect others.
- Explore the following questions referring to various virtues displayed when these are answered:
 - What is volunteering and have you ever volunteered for something or someone?
 - How can we transfer our classroom-based volunteering to the greater arena of the school?



- What is the impact of your actions, either in volunteering or otherwise, on others and how do you think people can be impacted by your positive actions?
- List some of the actions carried out by the school which you think have supported the school ethos and vision.
- Reflect either as a class or with a partner over the benefits and changes incurred from such actions.

PLENARY:

Allow pupils to reflect on what they have learned either individually or as a group. Ask for volunteers to explain why they think their actions should always be character driven. Invite pupils to equally reflect on their roles and responsibilities within the broader context of the school and how individual actions impact the wider community. (These points can either be discussed or visually represented on the board or on a poster made by pupils)

RESOURCES NEEDED:

Understanding some of the key features of the Jubilee Centre Framework for Character Education in Schools and applying relevant virtues within the context of a school community.



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Lesson 3 I am the Community!

Learning Intention: to be able to understand how the school is very much connected to its locality and wider community as a whole.

Key Virtues: Citizenship, Teamwork, Volunteering and Compassion.

In this final session, we will reinforce pupils' sense of belonging and the characteristics needed for an individual, a group, or a school to flourish. We will explore the ecology of a school's setting and how it operates within the broader context of its own locality. This could even be extended to the broader national context if needed.

We will also look at how Social Action can influence both school and local community, and how this dialogue and exchange can positively transform the locality itself.

STARTER:

As a class, recap the notion of community and retrace the learning journey from looking at our classroom as a micro-community in lesson one to looking at the broader aspects of our school in lesson two. This time we will look at our school as one of the building blocks of our community.

Present the school within its broader context. Ask pupils to reflect together or in groups about the wider context of the school. List their ideas on the board and highlight the ideas you think you may be able to use at a later time during the main activities. For instance, pupils might put forward ideas like neighbourhoods, food waste or pupils being dropped off at the school gate, or visitors coming in to school for specific reasons. Explain that these form an integral part of a much wider aspect of the school, which will now be explored. Equally, you could start by drawing a flower on the board, then add a vase, then the vase is on the table, then the table within a room, the room within a house, the house along a street and so forth, as this will reinforce the idea of inter and intra-connectedness. This will help pupils understand that something is always part of something else; very much connected and interconnected, a part of a bigger whole.



MAIN ACTIVITIES:

As a class, discuss how a school plays a vital role within and for the community. You can probe pupils with the following questions:

- As much as you benefit from volunteering in your class or in your school for different tasks, what should the school volunteer for and get involved with in relation to the wider community? What could the benefits be for both?
- Is it important for a school to get involved in external projects?
- Can you think of a Social Action your school has recently been involved with which would have helped the locality?
- How much of a change has it made on the immediate community?
- The school has a community house, what do you think the impact of this is on both school and community?
- How can Social Action contribute to making a school an even better place?

Once pupils have had a discussion, ask pupils to individually list all the benefits for the school, the community as a whole, and for those taking part in Social Action themselves. (The aim being that children will realise that actions are not only positively changing others, but that they themselves have everything to gain from this Social Action, as they will equally be changed through this. Looking at Social Action as the great vehicle of change!).

PLENARY:

Explain that there are numerous ways to volunteer, within your class, your school or across your community. Discuss that volunteering can be done individually, as a group, or as part of a whole school. Beyond that, the school belongs to a wider context with multiple partners such as places of worship, charities, networks of schools getting together for a particular aim, libraries, food banks and so forth. Explain that each belong to the community and that the 'I', mentioned earlier is very much about 'We', as a collective. Refer to some of the virtues being used when Social Action is carried out into the community. Finally, draw pupils' attention to the original title of the lesson, which could easily be replaced with '**We are the Community**'.



Teacher Guidance

Additional notes to accompany lesson plans:

In order for children to fully engage in a conversation about 'Community', you should explain the etymology of the word and explore some of the key elements present in the definition. For this exercise, you could use the online Cambridge Dictionary of Etymology. You will then relate these to the definitions children will be giving you as you go along. This activity will not only allow children to make connections about how words have influenced each other through the centuries, but it will also provide them with an opportunity to understand that many other things are related to each other. Equally, you could relate the word Community to ancient times, when people originally got together to form communities in order to give themselves a better start in life. Identify some of the many contexts where children have encountered the word Community.

Consider the following questions:

Why is our school considered to be a community?

At this point, you will need to refer to some of the key virtues required for a community to flourish. Children should reflect on how a school should be viewed as a community and how this learning community relates to a much wider one.

Further on in the lesson, define the term Social Action and examine how a class or a school can lead on Social Action.

Where is Social Action present in our school and what are the outcomes?

Reflect on volunteering and how the benefits are two fold – on the volunteer and on the recipients of the volunteering.

The aim is to enable children to reflect on their class and school so that they understand that they are part of a wider whole. As you deliver the lesson, examine the web of features that make up a school and how each interacts with one another for the benefits of the entire community.

Think of examples when and where your school has had a significant role in impacting the wider community.