

Year 5

Being and Belonging

Thematic Unit



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CCEA wishes to acknowledge those staff of Towerview Primary School and St Malachy's Primary School for providing the enclosed case studies and images of their school and pupils.

With grateful thanks to Lions Clubs International for *A Wonderful Story*.
Visit www.lionsclubs.org for more information on their work worldwide.

With thanks to the Religious Society of Friends in Britain for *The Two Mules*.

About this Thematic Unit

This Thematic Unit is linked to the Years 5/6 ICL *Where I Live*. In this thematic unit, children become aware of the community in which they live.

They examine:

- the life they lead compared to the lives of others in the community;
- their role in everything that happens in their community (from individual, collective and interdependent perspectives); and
- their responsibility to protect and care for their community.

This thematic unit helps children to develop self-respect, respect for others and respect for the differences between people. It presents children with opportunities to develop some of the skills that meet the statutory requirements of the Northern Ireland Curriculum at Key Stage 2. The focus within this unit is outlined below:

Northern Ireland Curriculum Objective	To develop the young person as a contributor to society.
Key Element	<i>Citizenship and Cultural Understanding</i>
Thinking Skills and Personal Capabilities	<p>This thematic unit focuses on <i>Working with Others</i>.</p> <p>Children have opportunities to:</p> <ul style="list-style-type: none"> • become more confident in social and interpersonal situations; • experience different roles in group situations and take responsibility for a range of tasks; and • work with peers to reach agreements and begin to manage disagreements.
Cross-Curricular Skills	<p>Where appropriate, learning intentions that relate to the Cross-Curricular skills are signposted. These cross-curricular skills are:</p> <ul style="list-style-type: none"> • Communication (Comm) • Using Mathematics (UMaths) • Using ICT (UICT)
Connecting the Learning	<p>This thematic unit provides teachers with the opportunities to connect learning across the following Areas of Learning:</p> <p><i>Personal Development and Mutual Understanding</i></p> <ul style="list-style-type: none"> • Valuing and celebrating cultural difference and diversity. • Playing an active and meaningful part in the life of the community. <p><i>The World Around Us</i></p> <ul style="list-style-type: none"> • The effect of people on the natural and built environment over time. • How place influences the nature of life. • Change over time in places.
Aim	<p>The aim of this thematic unit is to encourage children to:</p> <ul style="list-style-type: none"> • develop skills for working in groups; • develop self-respect and respect for others (by recognising the goodness in other people and developing an appreciation of the good things they do for others); • explore their community and what it means to them; • recognise that they are part of their community; and • develop a sense of individual and group responsibility for their community.

S E C T I O N 01



Why Do We Need To
Work Together?

Activity One

Working Together

Suggested Learning Intentions

Children will:

- identify the skills that allow groups to work effectively; and
- understand the advantages of working co-operatively and collaboratively in groups (TS&PC).

Suggested Learning and Teaching Activities

Co-operation activities:

- *Animal Jigsaws* (Resource A)
- *Folding Paper* (Resource B) (includes a debrief sheet)
- *Big Feeding Spoons* (Resource C)
- *Co-operation Mules* (Resource D)



Activity Two

Groups Work Well When...

Suggested Learning Intentions

Children will:

- identify the skills that allow groups to work effectively; and
- understand the advantages of working co-operatively and collaboratively in groups (TS&PC).

Suggested Learning and Teaching Activities

Ask the children to think about:

- what they like about working in a group; and
- what they don't like about working in a group.

Within established groups, organise the children into pairs. Allow groups of three to work together if necessary. Next, ask pairs to complete the following statement: *I enjoy working in a group when...* Encourage them to write down as many answers as possible. Next, ask pairs to complete this statement: *I don't enjoy working in a group when...* Again, encourage them to list as many answers as possible. Ask pairs to keep their answers as they will be used in Activity 3.

Ask each pair to join with another pair to form a small group. Ask the groups to share their answers with each other and use their answers to complete the following statement: *Groups work well when...* Invite the groups to share their answers with the rest of the class. Record their answers onto the board or onto a flip chart and combine any similar suggestions. As a class, choose the six most important statements. Check that everyone agrees with these statements. Use these to write up a *Working Together Class Contract*.

Statements for the *Working Together Class Contract* might include some of the following:

- only one person speaks at a time;
- everyone in the group has a responsibility to make the group work well; and/or
- we ask everyone to make a comment when we are discussing something.

Explain that it is the responsibility of both the adults and the children to make sure the *Working Together Class Contract* is successful. As a class, discuss the following questions:

- What can adults in the classroom do to ensure the *Working Together Class Contract* is successful?
- What can the children in the classroom do to ensure the *Working Together Class Contract* is successful?
- What can individuals do to ensure the *Working Together Class Contract* is successful?



Activity Three

What Else Can We Do If We Don't Work Well Together?

Suggested Learning Intentions

Children will:

- know some strategies to allow groups to negotiate and compromise; and
- understand the advantages of working co-operatively and collaboratively in groups (TS&PC)

Suggested Learning and Teaching Activities

Organise the class into groups of three or four children. Ask the groups to identify the main problems when working in groups. Remind the children that the answers generated for Activity 2 will help them. Make a list of the problems associated with group work on the board or onto a flip chart.

Ask the groups to choose two problems and discuss how these could be overcome or avoided. Next, ask them to suggest a solution to each of the problems. Invite each group to present their solutions to the rest of the class. Record all suggestions onto a *Stuck Board*. The children can refer to this if they are having problems with group work. The *Stuck Board* provides useful suggestions and strategies when groups cannot see a way forward or reach agreement.

Invite the children to contribute to and monitor the *Stuck Board* regularly. Ask them to identify when group work problems occur and work individually or together to solve them. Encourage them to make their suggestions begin with the words, 'Would it help if...?' Suggestions might include comments such as:

- Would it help if you asked a partner or talking buddy to help?
- Would it help if you asked the group for suggestions?
- Would it help if everyone took it in turn to speak?

Encourage the group who have identified a problem to thank the person/group for the suggestion and state whether it would or would not help. When all the suggestions have been raised, invite the group that identified the problem to state how they can solve their group work problem.

Activity Four

Where Else Can We Show Our Working Together Skills?

Suggested Learning Intention

Children will:

- understand the advantages of working co-operatively and collaboratively in groups (TS&PC).



Suggested Learning and Teaching Activities

During PE, encourage the children to think about the skills they need to be able to work together effectively. Ask them to think about what happens when they do not co-operate effectively with their partner or group.

When the children take part in gymnastics, dance or games highlight why it is vital that they co-operate effectively. For example:

- action and reaction;
- question and answer;
- copying;
- following and leading;
- synchronising;
- matching and mirroring;
- partner balances;
- supporting or taking a partner's weight; and/or
- trust.

Discuss how their working together can affect their final performance.

SECTION 02



How Am I Connected
To This Place?

Activity Five

Macro to Micro

Suggested Learning Intentions

Children will:

- develop a shared understanding of their local community; and
- access and use information using digital sources (UICT)



Suggested Learning and Teaching Activities

Explain that in this activity the children will investigate the place in which they live. In particular, they will explore:

- where it is;
- what it looks like;
- how it has changed over time; and
- how the people who live here affect the landscape.

Use software such as *Infomapper* available on Learning Northern Ireland (LNI) or *Google Earth* to show the class a satellite picture of the world from space. Explain to the children that this is where we all live. Invite them to identify what the different shapes and colours represent. Zoom in to continent, country and local level.

At each level, invite the children to discuss what they can see and record their answers. Answers might include water, land, settlements and/or mountains. Discuss how the landscape looks from the satellite view and introduce the concept of a *bird's-eye view*.

Display an aerial photo of the local community to the class. Compare this to the satellite view. Invite the children to locate and identify local landmarks and buildings. As a class, discuss how the features of the landscape appear in the photograph and how they are represented on the map.

Activity Six

Finding Out About Maps

Suggested Learning Intention

Children will:

- work together to reach agreement and complete a task (TS&PC).



Suggested Learning and Teaching Activities

Bird's Eye View Group Challenge

A separate room or area will need to be made available so that this activity can be prepared by each group, away from the main class.

Invite the children to work in their established groups and to choose six common classroom or household objects. Next, ask them to use the digital camera to photograph the objects from above, upload the photos to the computer and print the photographs.

Bring the class together. Invite each group to take it in turns to display their photographs. Challenge other groups to identify the objects. When a group correctly identifies an object they score one point.

Make a corridor display of all the photographs and encourage other classes, teachers and visitors to name the objects.

Moneybeg Challenge

Distribute a copy of the *Moneybeg Map* (Resource E) to each child. Alternatively, adapt the map and questions to suit the local community.



As a class, talk about the main features of the map for example:

- the use of a grid;
- the letter number co-ordinates; and
- the importance of the key to identify features.

Invite the children to answer the questions listed on the *Moneybeg Worksheet* (Resource E). This will encourage more discussion about the area and allow the children to develop their understanding.

Explain to the children that they will need to work together in their groups, to solve a local mystery. Give them the following information:

- Farmer McIlroy lives in the area;
- he keeps sheep; and
- some of his sheep have got lost.

Inform the groups that they must use the *Moneybeg Map* to:

- suggest where Farmer McIlroy lives;
- suggest two places where his sheep graze; and
- suggest three places where his sheep might have got lost.

Invite each group to present their case to the class and give reasons to support their theories.

Optional Activity

Empathy Challenge

Suggested Learning Intention

Children will:

- be able to identify with a community.

Suggested Learning and Teaching Activity

Ask the children to imagine what their classroom would look like from a different point of view. For example, what would it look like if they were:

- a fly on the classroom wall;
- a child arriving from a different school;
- a child arriving from another country; or
- a visitor from another planet?

For each situation, ask the children to consider what they would they see, hear, feel and think.

Activity Seven

Exploring Where I Live

Suggested Learning Intentions

Children will:

- develop a shared understanding of their local community; and
- identify buildings and other features on a map.

Suggested Learning and Teaching Activities

Distribute a map of the local area to each child. Use a map with a scale of 1:50,000. Ask the children to identify and locate:

- the school;
- areas of housing;
- community places, for example, churches, shops, parks and other amenities; and
- local landmarks and features.

Discuss how each of these is represented on the map.

As an extra activity, have the children make 3D paper models of their houses. Create a class display using a large map of the local area. Attach the models to the appropriate position on the map using a pin and thread.



Optional Activity

Map Challenge

Suggested Learning Intention

Children will:

- use map symbols and letter number co-ordinates (UMaths).

Suggested Learning and Teaching Activities

Distribute a copy of the *Grid for Map Challenge* (Resource F) to each child. Ask the children to design their own picture map. The map must include:

- three buildings (for example, house, school, church, shop or hospital);
- two natural features (for example a river, mountains or a forest); and
- one route (for example a path, road or railway).

Next, ask the children to write six questions about their map to test a partner's knowledge of co-ordinates. Fair pair the children and ask them to take it in turns to both ask and respond to questions about their map.

Home Learning Activity

Personal Signposts

Suggested Learning Intention

Children will:

- be able to identify with a community.

Suggested Learning and Teaching Activities

Distribute a copy of *Signpost Example 1* and *Signpost Example 2* (Resource G) to each child. Ask them to use these to help them create their own Personal Signpost.

Ask the children to think of five places that are important to them, for example, the school, the football field or the local shop. With their home at the centre, ask the children to draw the five important places on the personal signpost. They must use a line to represent the distance and direction from their home.



Our trip to the heritage center

On Wednesday 21st of March we went to the heritage center with Tommie. We went to learn about Bangor in the 1850s with the wild Vikings.

When we long all kinds of we met Tommie and went to see a model of Bangor after we saw the model we saw a video of Bangor 1950 but then Piche had was called Piche Pond.

When we go to the Viking long house we had it on that will work sitting on seal animal skin it was really weird the Vikings lived more than a 100 years and so they didn't like them they would make them a site.

Then we went out side to the fish the were two people buried there.

Then we had to go back to school.

Up to the Heritage Center

On 21st of March Wednesday we went to the Heritage center to learn about the Vikings. First we hung up coats and went into this small house where it had a model that was Bangor in the 1850s. It had a school, a church, a house, and a few cows and pigs. We dressed up like Vikings and then went into a monk's house also saw a birds nest.

Then we went upstairs and saw the Viking long house and a Viking long house. We were told the Vikings had a real funny animal skin. We also saw a few of the Vikings. They were killing each other. At Ballymore Beach. It used to be a very busy place. That is where they found the monks in 822. They might have burned down Bangor.

Then we went over 100 monks. Then at a point of the Vikings we all saw a video on Bangor in the 1950s. It showed a church and a school. After we went into a garden and saw a big rock. After we went back and saw the model of a long house. Finally we got on a bus and went home.



Our trip to Heritage Center

On Wednesday 21st March we went to the Town Hall and the Heritage Center with Tommie. We went to learn about Bangor in the past.

First we heard about Early Christianity. Vikings had to dress up as monks. In 822 AD a large monastery where the Vikings were built by St. Columba which made Christian religion.

Second we heard about the Vikings. In 851 Vikings burned Bangor they killed 100s of monks.

At Ballymore Beach they found a skeleton. They believe that a body was there.

After we watched a video of Bangor in the 1950s. It was about Piche Pond. We used a boat to get to Piche Pond. They used to swim.

Then we went on a walk to a garden. A woman told us that the town hall was buried.

Then we went back to school in a bus.



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When we go to the Viking long house we had it on that will work sitting on seal animal skin it was really weird the Vikings lived more than a 100 years and so they didn't like them they would make them a site.
Then we went out side to the fish the were two people buried there.
Then we had to go back to school.

Activity Eight

My Significant Place

Suggested Learning Intention

Children will be able to:

- express their thoughts, feelings and opinions (TS&PC).

Suggested Learning and Teaching Activities

As a class, discuss how different places can stir up strong feelings in people, for example:

- holiday places and happiness;
- fun fairs and excitement; and
- dangerous roads and fear.

Ask children to describe a significant place that has a special meaning and evokes special feelings. It may be a place that makes them feel happy, sad, proud or even ashamed. Ask the children to think about places in their own area that arouse strong feelings for them. Remind them that these places might be quite ordinary to others, for example, part of a river or a dog's kennel.

Organise the class into pairs and ask them to list their special places. Encourage pairs to include places that stir up a range of feelings. Finally, invite each child to describe one special place to the rest of the class and talk about how it makes them feel.

Encourage any new children to talk about a significant place from their own country of origin or the place they used to live in. Encourage them to work with their partner to find out more about the local community and to discuss the differences and similarities between the two places.

Home Learning Activity

Taking Photographs of My Significant Place

Suggested Learning Intentions

Children will:

- develop a shared understanding of their local community; and
- use ICT to communicate and develop ideas (UICT).

Suggested Learning and Teaching Activities

Ask the children to take a digital photograph of their special, significant place and to use ICT to create a brief explanation of why this place is important to them, possibly in a speech bubble. Explain that the significant place does not have to be in the local community.

Create a wall display of the children's significant places. Use a map that includes all the children's' significant places. (Use a world map if necessary.) Attach the children's photographs and descriptions or speech bubbles to the map.

Activity Nine

Sharing Choices

Suggested Learning Intentions

Children will:

- be able to express thoughts, feelings and opinions about their community; and
- represent data using Venn/Carroll diagram (UMaths).



Suggested Learning and Teaching Activities

Use software such as *Infomapper*, available on LNI, or *Google Earth* to hotspot each child's significant place with the photographs and speech bubbles. Invite the children to talk about their significant place. As a class, reflect on the places that are important to them in the local and wider community.

Invite the children to explore what it is they value about certain places and how they show that they value them. Keep a record of any negative comments made about the local community.

Ask the children to classify the hotspots they chose and represent them using a Venn/Carroll diagram. Next, ask them to sort the hotspots into different categories, for example:

- positive and negative qualities;
- qualities they have little or no control over; and
- qualities they can influence or change perhaps by involving local councillors or MLAs.

Use classification programs or decisions trees to display information. As a class, read and interpret the information presented and explore relevant questions and statements.

As an extension activity, challenge the class to raise public awareness of any negative aspects of the hotspots. Discuss and plan possible ways of bringing about improvements to the hotspots.



Optional Activities

Dot Voting, Ideas Funnel, Make a 3D Model and Community Sounds

Suggested Learning Intentions

Children will:

- be able to describe real experiences and explain their opinions (Comm);
- begin to appreciate how they can contribute to changing and improving their community; and
- use ICT to communicate and develop ideas (UICT).

Suggested Learning and Teaching Activities

Discuss any negative aspects of the hotspots identified in Activity 9. Invite the children to suggest how the hotspots could be improved.

Dot Voting activity

Have the children use a *Dot Voting** activity to identify and agree on one negative quality about the local community. Next, have them use the *Five Questions** activity to identify actions that could improve the negative quality.

Ideas Funnel

Organise the class into groups. Have each group use an *Ideas Funnel** to generate ideas for how they could bring about improvements in the local community.

Make a 3D Model

As a class, choose an important feature of the local community. Build a 3D model using a range of materials, tools and processes.

Community Sounds

As a class, list and record different sounds heard in the local area for example machinery, traffic, animal and human sounds. Listen to and identify the recorded sounds. Discuss and decide how these sounds could be classified for example loud/quiet, high/low and short/long. Ask the children to imitate the community sounds with voice and body sounds for example, by rubbing their hands together or by stamping their feet.

Use classroom and discovery instruments to imitate the recorded sounds. Represent the sounds through drawings. Talk about a musical journey through the local community. Invite the children to use software such as *Compose World Junior* to compose and record music that represents a musical journey through the community.

* See *Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)*.

Activity Ten

My Community

Suggested Learning Intentions

Children will:

- be able to identify with their community;
- develop a shared understanding of their local community; and
- begin to appreciate and value difference.

Suggested Learning and Teaching Activities

Explain what the word **community** means. Explain to the children that the class is part of a school community and the school is part of a wider community.

Divide the class into groups of three or four children. Give each group a large piece of paper and some pens. Ask them to divide the paper into equal sized segments by drawing lines from the centre of the page. There must be one segment for each member of the group.

In their segment, ask each child to draw pictures, symbols or write words to illustrate what their community means to them. This could include the places that are important to them, the groups or organisations they belong to and the people who provide a valuable service in the community.

Rotate the sheet around the group. Allow each child time to learn about how other members of the group view their community. Invite each group member to describe and explain what they have represented

on the paper and to talk about the people and places that are important to them. Ask each group to discuss the people and places that they have in common and those that are not. Ask them to record this information and to share with the class. As a class debrief, ask the children to think about the following questions:

- How does this show our independence and interdependence?
- What are the differences?
- What are the similarities?
- How did you feel taking part in this activity?
- Did anything surprise you?
- What did you like most about your group?

As a class debrief on the nature of the group work, ask the children to consider the following questions:

- How well did your group work together?
- Was your group able to have a helpful discussion?
- Did the members of your group communicate well with each other?
- Did everyone contribute?
- Were there any differences of opinion?
- Was it easy to reach an agreement?
- What processes led to agreement?
- Was anyone particularly effective in putting across ideas and why?
- How did your group stick to the *Working Together Class Charter*?
- Are there any suggestions for the *Stuck Board*?

Evaluate and review the class *Working Together Class Contract* and amend the *Stuck Board* if necessary. See Resource 1 for additional group evaluation material.



Optional Activities

Using Art and Design to Represent Our Community

Suggested Learning Intentions

Children will:

- use a range of materials, tools and processes to express their ideas and intentions; and
- agree a common interpretation of their community by creating a 3D model using scrap material.

Suggested Learning and Teaching Activities

As a class, draw a map of the local community. Make copies of the drawing and then divide them into four pieces.

Divide the class into groups of four children. Give each child a section of the community map. Ask each child to copy their section of the drawing to a larger scale. Ask group members to work together to ensure that colours match and shapes fit to reproduce an enlarged version of the original drawing.

This activity encourages groups to work together closely and to plan and visualise how the finished drawing will look.

Ask the children to choose one feature from the community map for example a building, river or park. Next, ask them to create a 3D model of the feature using scrap material. Create a class display using the 3D models of the community. Alternatively, have a gallery session of the original drawings alongside the 3D models.

Activity Eleven

People Power

Suggested Learning Intentions

Children will:

- begin to understand the interdependent nature of their community;
- be able to understand how they and others can cause changes for better or worse in their community;
- be able to prepare and give a short oral presentation (Comm); and
- use ICT to communicate and develop ideas (UICT).



Suggested Learning and Teaching Activities

Refer back to the community maps created in Activity 10. Ask the children to think about the people in the local community who provide a service. Discuss how these people are important because of the jobs they do. Talk about how these people make a valuable contribution to the community and how they make it a better place to live in.

Highlight the role and work of volunteers within the community, for example, a club leader or sport coach. Ensure that the children can distinguish between those who are paid for their work and those who volunteer.

Invite the children to nominate one or two important people from the local community that they would like to learn more about. Example might include:

- a volunteer worker;
- a builder;
- a market gardener;
- a farmer;
- a shop-keeper;
- a bus driver; and/or
- a community group leader.

List the children's nominations on the board or onto a flipchart. Highlight the most popular choice and invite that individual to come and talk to the class.

As a class, generate a list of questions that can be used to interview the individual to identify:

- what they do for the community;
- their skills and attributes;
- how the children can help them; and
- how the individual can help the children.

Section 02 How Am I Connected To This Place?

Ask the visitor to set a *Working Together* challenge for the children, to highlight the nature of his/her work, for example:

A bus driver

Devise ten top tips for travelling safely on the bus and create a poster to inform other children.

A builder

Design and/or make a model of a future leisure centre or play park.

A farmer

Use ICT to design a poster that shows how farmers provide local produce and are protectors of the countryside.



SECTION

03



What Makes This A
Wonderful Story?

Activity Twelve

Changing Places

Suggested Learning Intentions

Children will:

- be able to talk about how people/natural processes have changed particular places;
- be able to talk about how change takes place over time; and
- continue to develop understanding of interdependence within their community.

Explain to the class that they are going to explore the lives of older people in the community and how their lives have changed over the years. Encourage the class to imagine how the following might have changed over the past 30 or 40 years:

- the local landscape;
- housing;
- shopping and leisure facilities;
- farming;
- transport; and
- jobs.

Ask the children to try to identify what has caused the changes.

Home Learning Activity

Memories

Ask the children to identify family members and friends who have lived in the local area over a period of time. With parental permission, ask them to interview these people and to record:

- their memories of living in the local area;
- their memories of significant events; and
- any changes that they might have witnessed.

Invite the children to share information about what they learned from the interviews with the rest of the class. Add any appropriate information from school or public records.

Ask the children to borrow artefacts such as music, photos, clothes, newspaper cuttings, films and/or school books from the older members of the community. Ask them to present and describe any artefacts collected.

Use the artefacts to create a classroom exhibition entitled *Then and Now*. Use the information gained from the interviews to explain and personalise the artefacts, for example by using speech bubbles.

Activity Thirteen

A Wonderful Story

Suggested Learning Intention

Children will:

- begin to understand interdependence within a community.



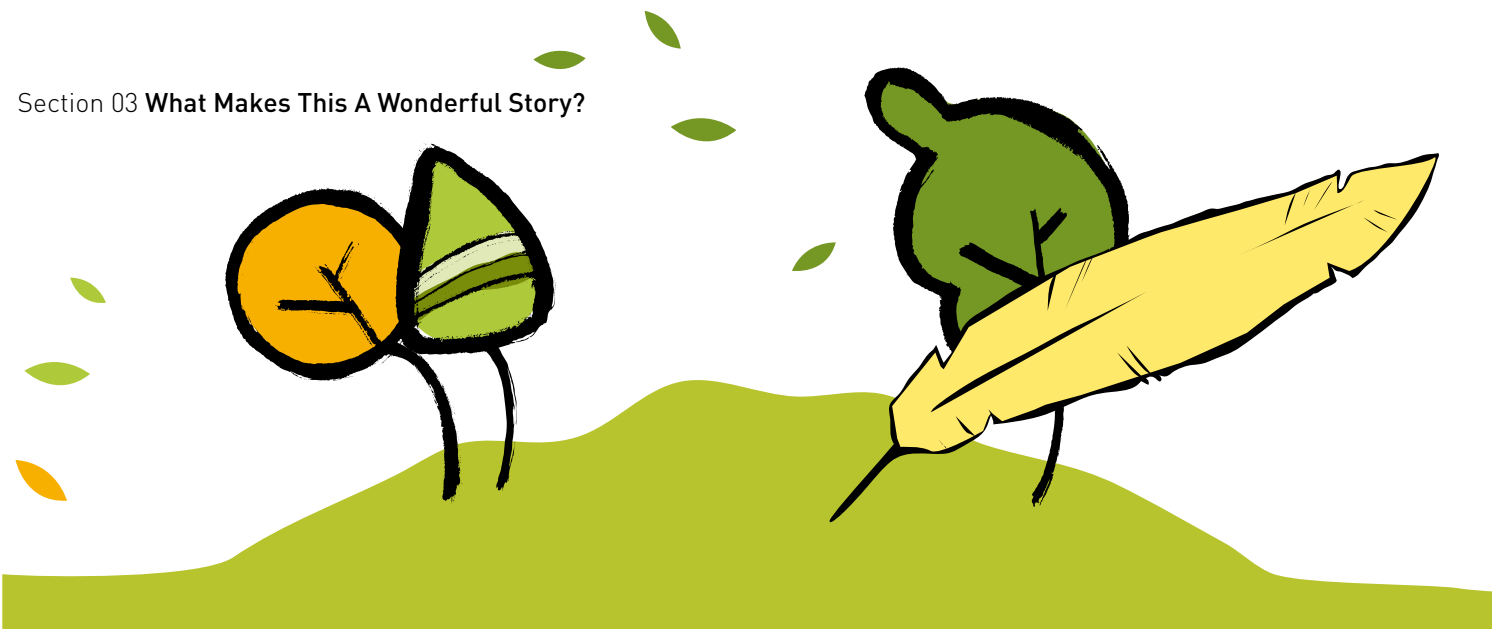
Suggested Learning and Teaching Activities

Ask the children to think about the community map created in Activity 10. Discuss the roles of the important people in the community. Explain to the class that everyone in the community is important. Everyone has a role to play and everyone can contribute something to the community.

As a class, read or watch *A Wonderful Story* by John Mooney (A copy of this book is included with these materials). Invite the children to talk about each of the characters. Initiate a class discussion by asking the children to answer some of the following questions:

- Why was Johnny picked to share the feathers?
- Was finding 'good' difficult?
- Did Johnny do what was asked of him?
- Did Johnny always do *good*?
- What do you think *doing good* means?
- What would happen if everyone did what Mike did?
- Why did Mike feel good about receiving the feather?
- Why do you think Jim's name was Smelly Jim?
- How do you think he felt?
- Did he feel valued?
- Did he feel he that he belonged?
- Why did Johnny hit him with the water pistol?
- How do you think Jim felt when he got the feather?
- Have you ever felt like that?
- Who was Mrs Caldwell?
- Why did the group work together?
- Is it better to work in groups?
- What problems can occur when working in groups?
- Did Jane deserve a feather?
- Why did the adults need to be told?
- Is *giving* infectious? Why/why not?
- Who do you know who deserves a feather?
- Why should they receive one?





Talk about the section of the story that features Smelly Jim and Mrs Caldwell. Use the following questions to develop the children's thinking around these two characters:

- What does Mrs Caldwell do on a daily basis?
- Where do you think she lives?
- Do you think she have a family? Where are they?
- What is she carrying in her bag?
- What did she do when she was younger?
- Do Jim and Mrs Caldwell already know each other? If so, how?
- Why does Smelly Jim offer to help her?

Organise the class into pairs. Ask pairs to write a role-play for a conversation between Mrs Caldwell and Smelly Jim. The role-play must reveal five things about Mrs Caldwell and five things about Smelly Jim. Remind the children to think about the class discussion and how they imagined the characters.

Invite pairs to perform their role-plays for the rest of the class. Discuss how each character is portrayed in the different role-plays. Explore and challenge any stereotypical attitudes that emerge.



Optional Activities

Character Games

Character Game 1

Organise the class into groups of three or four children. Ask each group to make a list of all the characters from *A Wonderful Story* or to draw the characters. Next, ask them to stick each character's name or picture onto an individual card. Ask the groups to place the cards face down on the table. The children must take turns to pick the top card from the pile. They must talk about the character on the card for 20 seconds. They can use information from the story and their own imagination when describing the character.

Character Game 2

Organise the class into groups of three or four children. Ask them to depict the story of *A Wonderful Story* through a short role-play.

Character Game 3

Fair pair the children. Within each pair, allocate the name *A* to one child and *B* to the other. Ask pairs to imagine that *A* has been given three feathers. Pairs must work together to answer the following questions:

- Why did *A* receive the feathers?
- What will happen to each feather?
- Who is *A* going to give a feather to? Can you describe this person?
- Why does that person deserve to receive a feather?
- How do you think s/he will feel when it lands beside them?
- What will they do with the feather?
- What will happen to the other two feathers?

Invite pairs to write stories or draw pictures to represent their story.

Repeat the process for child *B*.

On the Day

Organise the class into four groups on the day of the event:

- **Floor Management Team**
Role: to arrange the space and chairs and to create welcome, office, toilets and exit signs in the language(s) used in the local community.
- **Front of House Team**
Role: to welcome guests and show them around.
- **MC (Master of Ceremonies) Team**
Role: to run the group session, make the official welcome and talk to the guests.
- **Catering Team**
Role: to provide and serve refreshments.

Hosting the Come and Share Day

Organise this event to suit your school's circumstances regarding time, venue, guest numbers and refreshments. Ensure that the children are actively involved in all aspects of the day and encourage them to take ownership of the event.

During the group session, have the Master of Ceremonies explain that the children's work was inspired by *A Wonderful Story*. Explain that this story helped the children to learn how to work together and how to contribute to their community. Have all the visitors watch a DVD of *A Wonderful Story*. Afterwards, award a feather to all the visitors for having contributed to the children's learning.

Additional Suggested Activities

- Circle time for the children and visitors of different generations.
- A class action project for example, a campaign to raise awareness about a local concern or interest.
- A class newsletter.
- Develop a school council.
- Good Deed Feather Awards.
- Become involved in a Schools Community Relations Programme.
- A creative arts project for example, a diversity photomontage.
- A community event involving the local community.
- Develop global school links/exchanges.
- Carry out an intergenerational project, for example:
 - ask retired people to teach playground games or to be involved in the library;
 - host computer classes for retired people, return to work mothers or minority ethnic groups from the local community.
- Invite local community groups, for example the Women's Institute, to share Circle Time.

Resources

Resource A

Animal Jigsaws

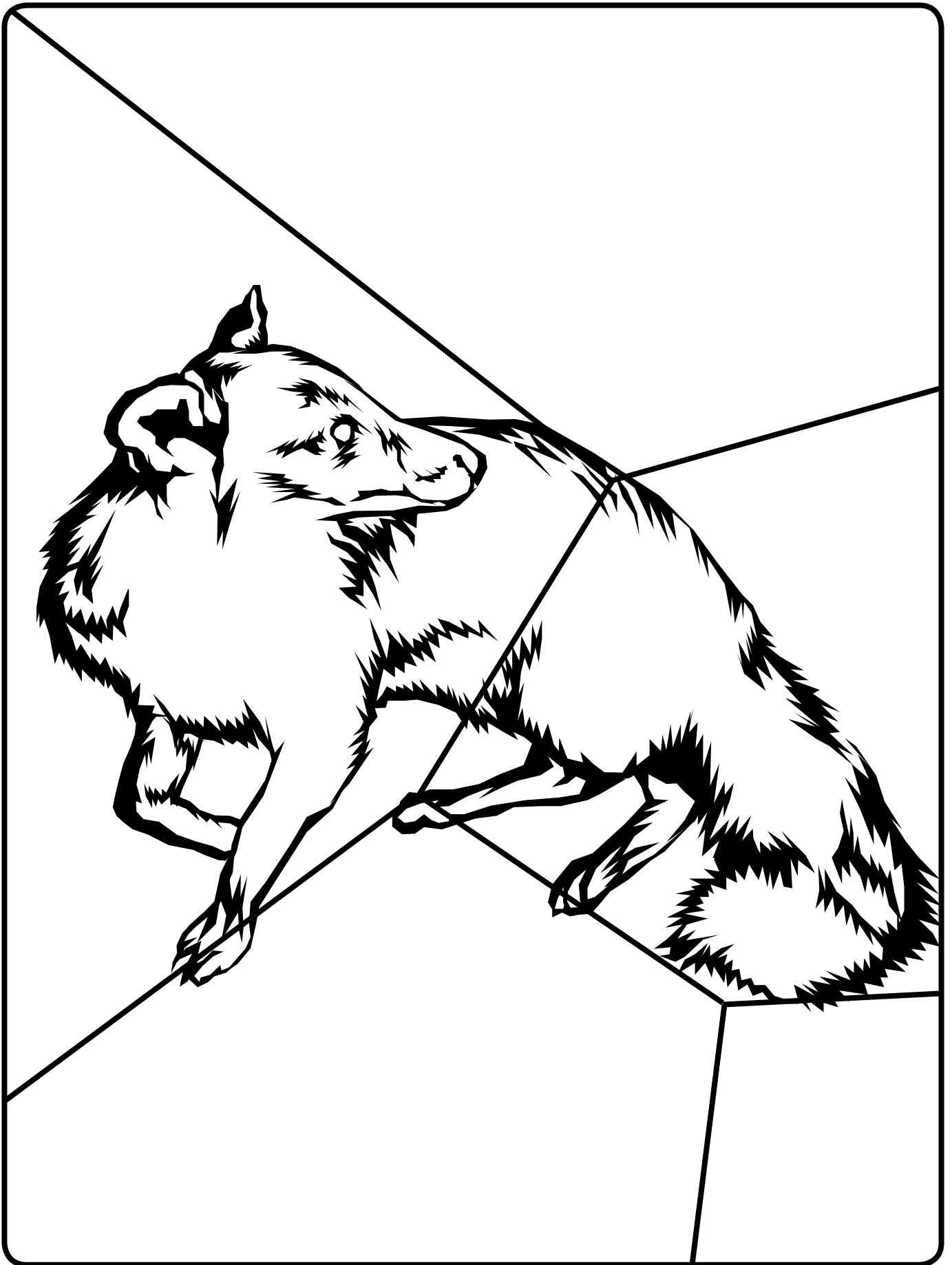
For this activity you will need:

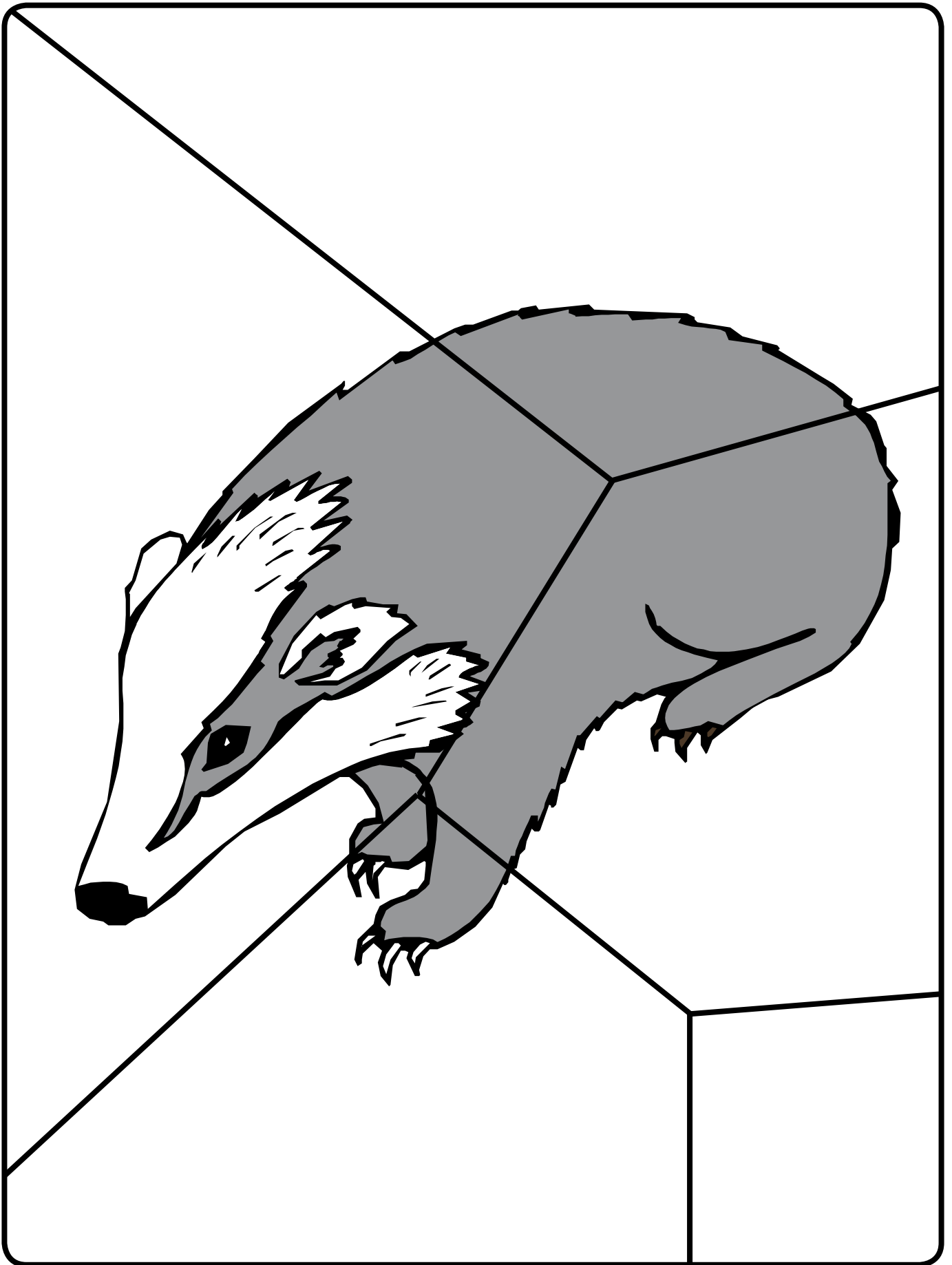
- five identical sets of animal pictures (each set must include five different animal pictures); and
- 25 envelopes.

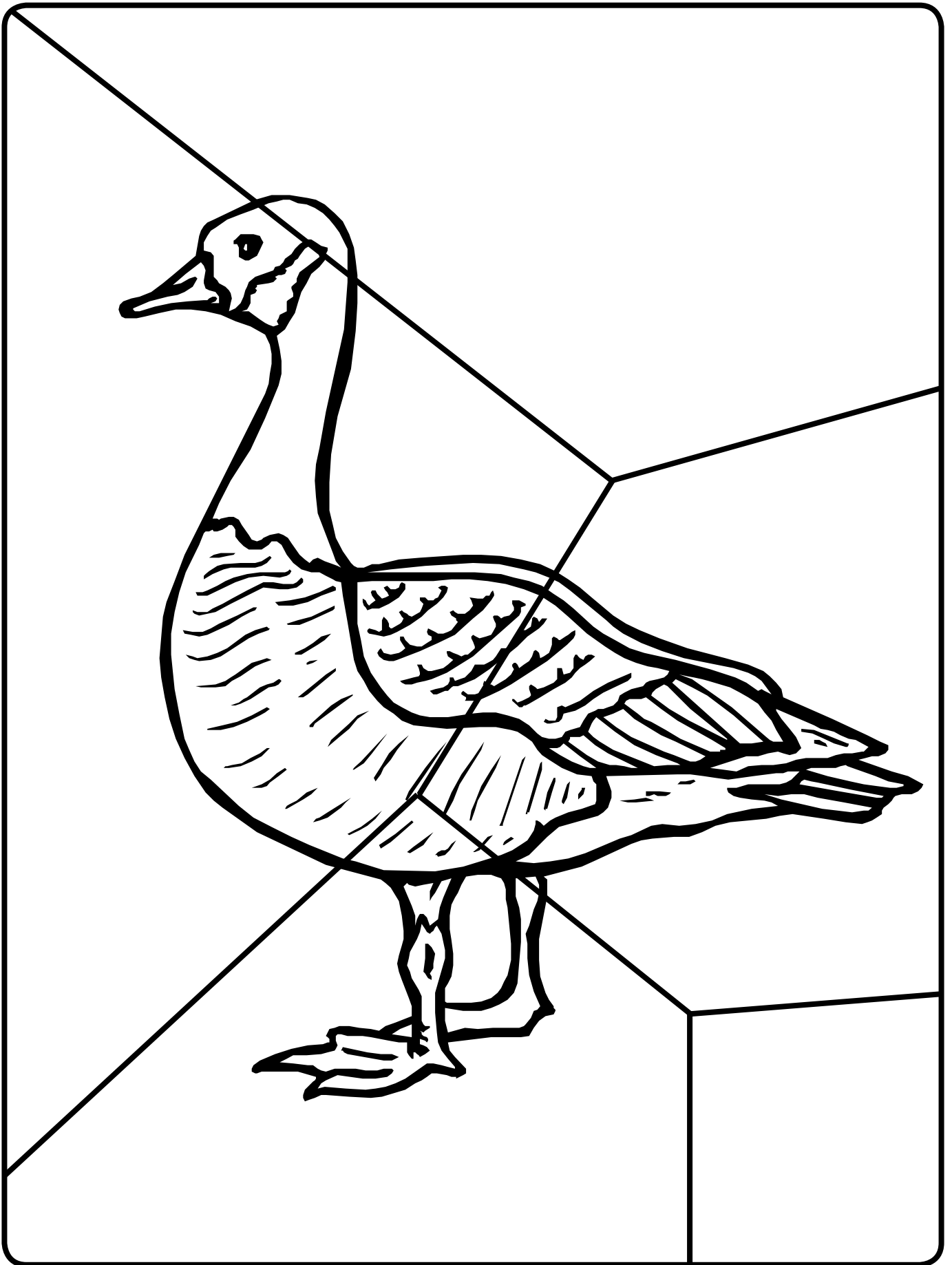
These instructions are based on a class of 25 children but can be adapted for more or less children.

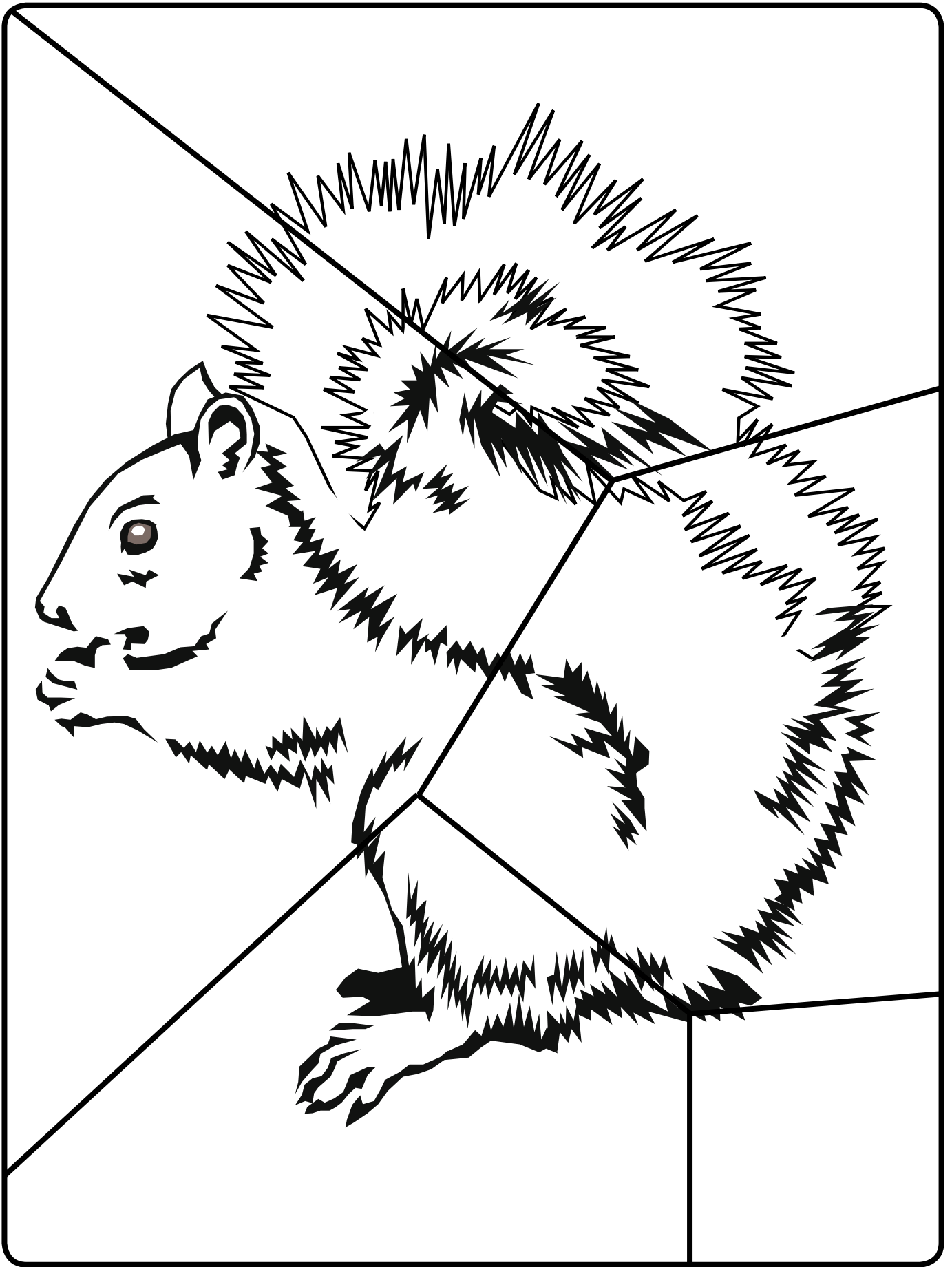
1. Cut each of the animal pictures into five pieces.
2. In the first envelope, place one piece from each animal in a set (there should be five pieces in the envelope: one piece from each of the five animals).
3. Fill each remaining envelope with one piece from each of the five animals.
4. You should now have 25 envelopes each containing one piece from each of five different animals.

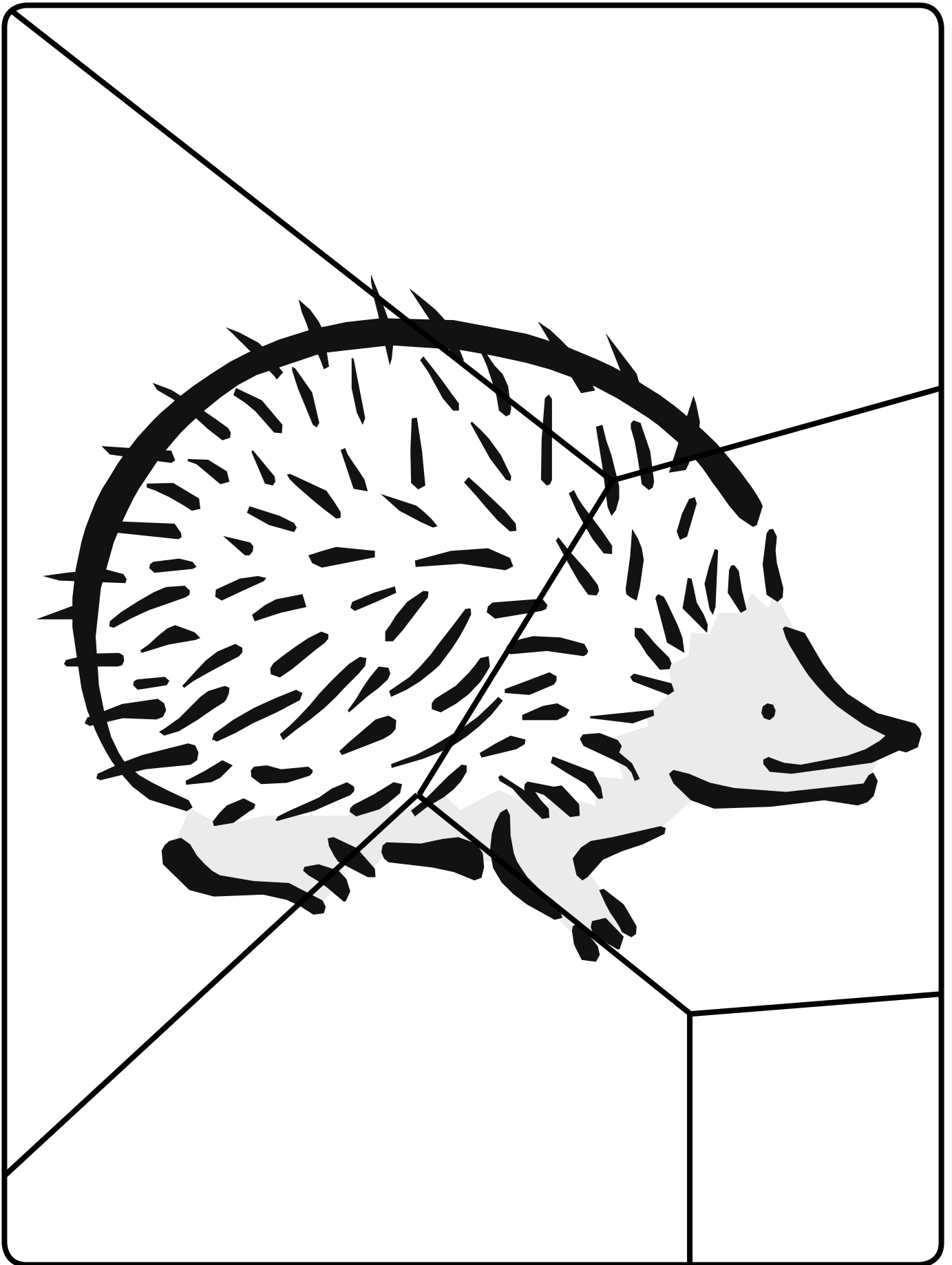
Divide the class into groups of five children. Ask the groups to give each member a different number from one to five. Display the original animals' pictures in the classroom. Allocate a number from one to five to each of the animals. Distribute an envelope to each child. Explain to the children that the aim of this activity is for each child to complete one of the animal pictures. Children labelled with number 1 must complete the animal picture 1, children labelled with number 2 must complete the animal picture 2 and so on. However the game must be carried out in silence. The children must not ask for a piece either by word or gesture. They must offer the pieces they do not need to other children. This activity is a practical demonstration of interdependence.











Resource B

Folding Paper

For this activity you will need:

- one square piece of paper per pair of children.

You are going to make a paper model. Please work with a partner and follow the instructions below.

1. Collect one square piece of paper for you and your partner.
2. Both partners must put either their left or right hand behind their back and not use it for this activity.
3. Using the piece of paper and one hand each, work together to construct a paper aeroplane that will fly.

Resource B

Folding Paper

Pupil Debrief Sheet

Measure how well you co-operated with your partner. Answer the questions by putting a tick in the box.

	Not at all	Just a little	Quite a lot
Did you talk to each other throughout the task?			
Were you tempted to use both hands?			
Did you disagree with each other at any point during the task?			
If you did disagree during the task, how did you resolve your problems?			
Did you manage to make a paper aeroplane?			
If you didn't succeed what problems did you have?			
What advice would you give to another pair taking part in this task? List three important points that you would share with others. 1. 2. 3.			
Can you think of other situations and places that we need to co-operate?			

Resource C

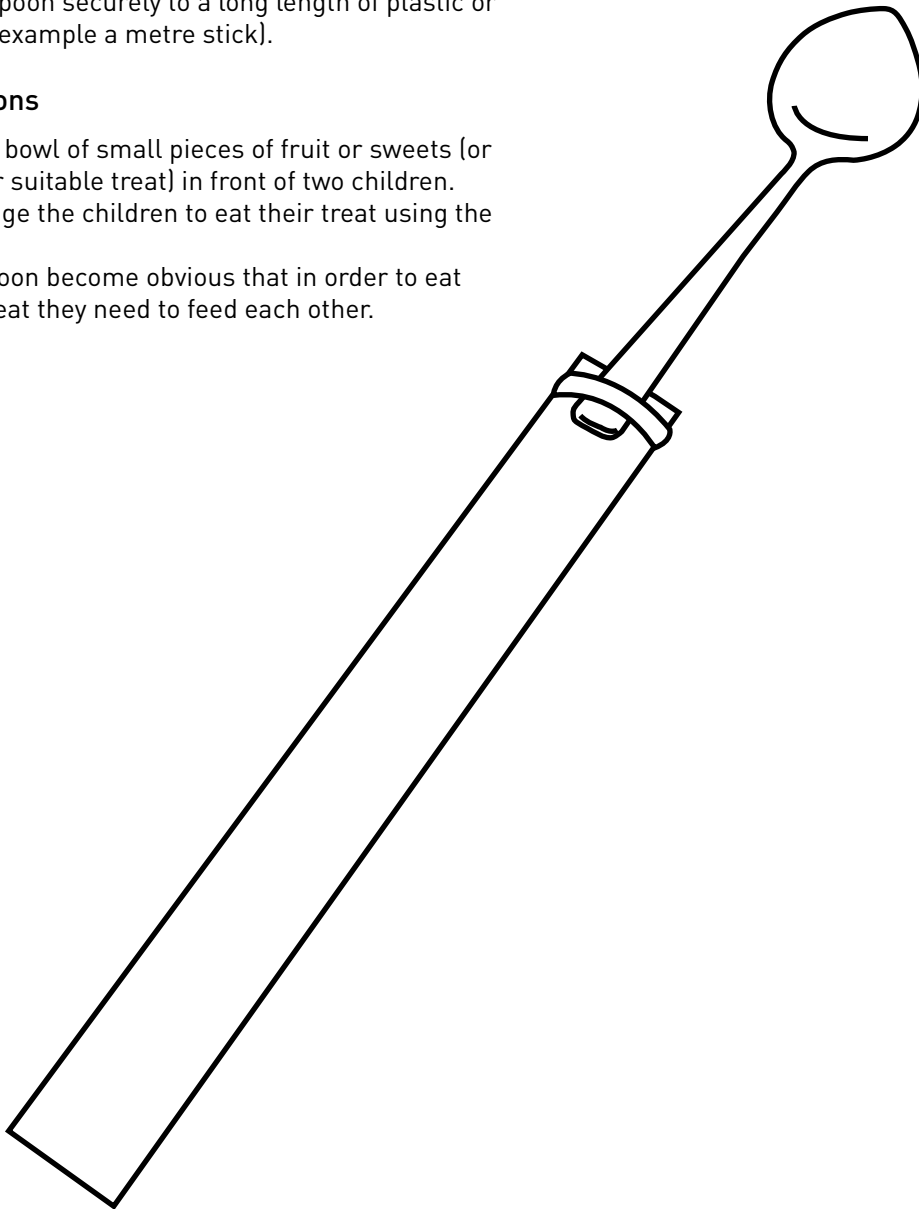
Big Feeding Spoons

Teacher Preparation

Attach a spoon securely to a long length of plastic or wood (for example a metre stick).

Instructions

- Place a bowl of small pieces of fruit or sweets (or another suitable treat) in front of two children.
- Challenge the children to eat their treat using the spoon.
- It will soon become obvious that in order to eat their treat they need to feed each other.

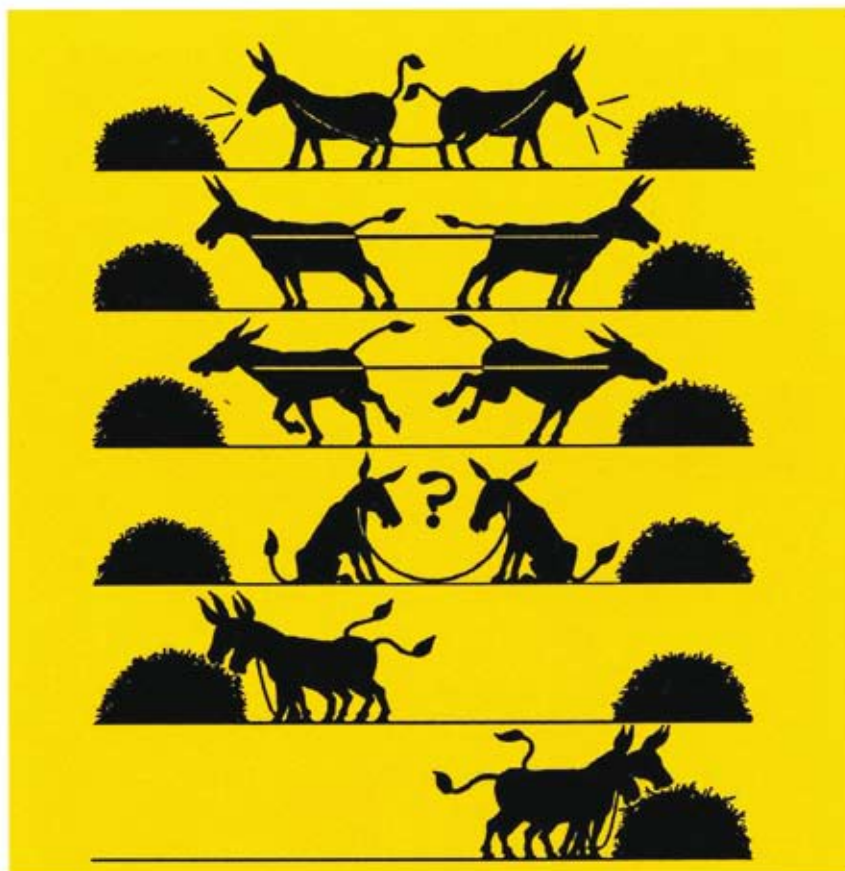


Resource D

Co-operation Mules

‘THE TWO MULES’

A fable for the Nations



CO-OPERATION

IS BETTER THAN CONFLICT

Instructions for Co-operation Mules Activity

Cut out each frame from the Co-operation Mules poster.

- Shuffle the frames and put them into an envelope.
- Prepare one envelope for each group.
- Organise the class into groups of six children.

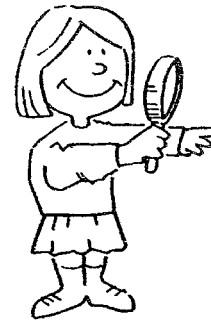
- Ask each group to try to solve what the story is about and try to put the frames into the correct order.
- Ask them to write a caption for each frame.
- Finally, ask them to consider how this story could be applied to other situations for example, group work.

Resource E

Moneybeg Map

The map below shows the area of Moneybeg.

Use the key to work out what the SYMBOLS on the map mean.



Key:

 A4 Road Class A

 B47 Road Class B

 Railway

- - - Tracks

deciduous woodland

coniferous woodland

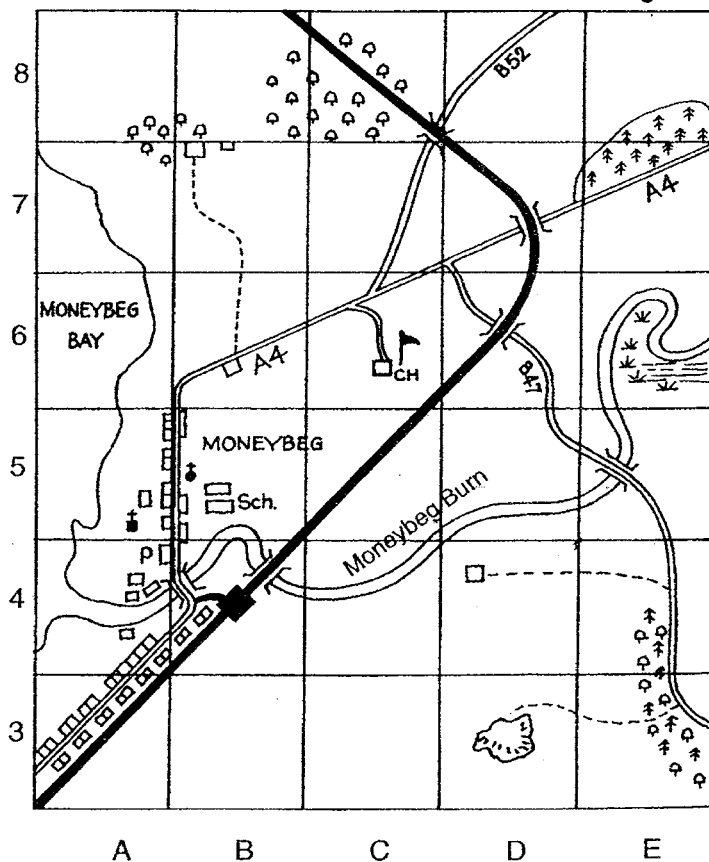
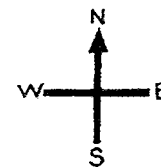
marshlands

church with spire

buildings

church with tower

quarry



If required, adapt this map and the questions to your local area.

Moneybeg Questions

1. There is a single house in square D4. In which direction – north, south, east or west – is the quarry?

.....

2. What does the railway cross in D6 – a road or a river?

.....

3. In which square does the A4 road cross the Moneybeg Burn?

.....

4. The church in square B5 has a (use a key of OS symbols).

5. The marshy ground is in square

6. What part of the Moneybeg Burn, its SOURCE or its MOUTH, is in square A4?

.....

7 You now know something about Moneybeg. Cut out these statements and stick them in your notebooks under two headings:

- Positive things about Moneybeg; and
- Negative things about Moneybeg.

It is close to the seaside.	The river is dangerous.
It has a river.	The school is away from the road.
Some houses are close to the road.	It has a railway station.

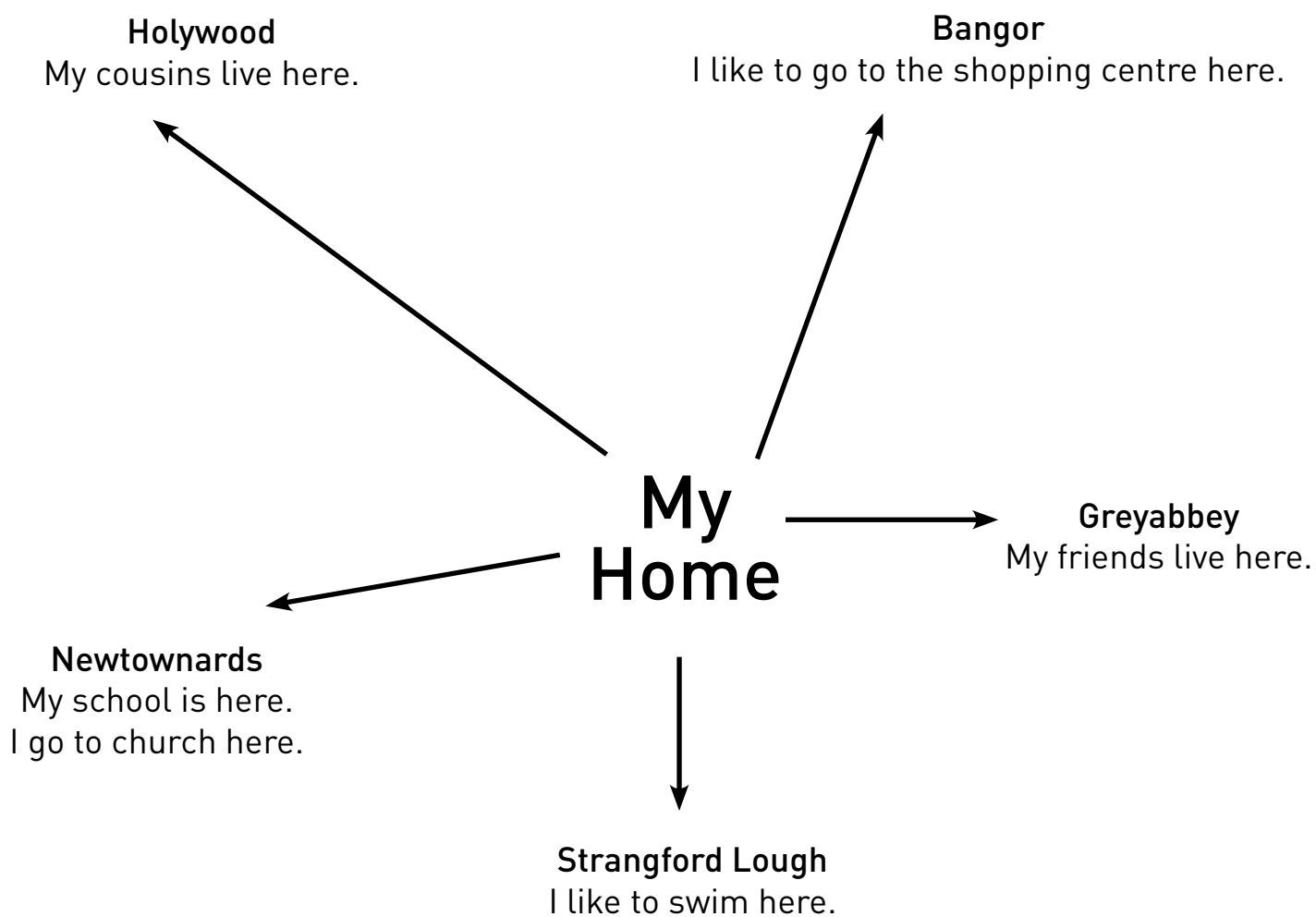
Resource F

Grid for Map Challenge

A					
B					
C					
D					
E					
	1	2	3	4	5

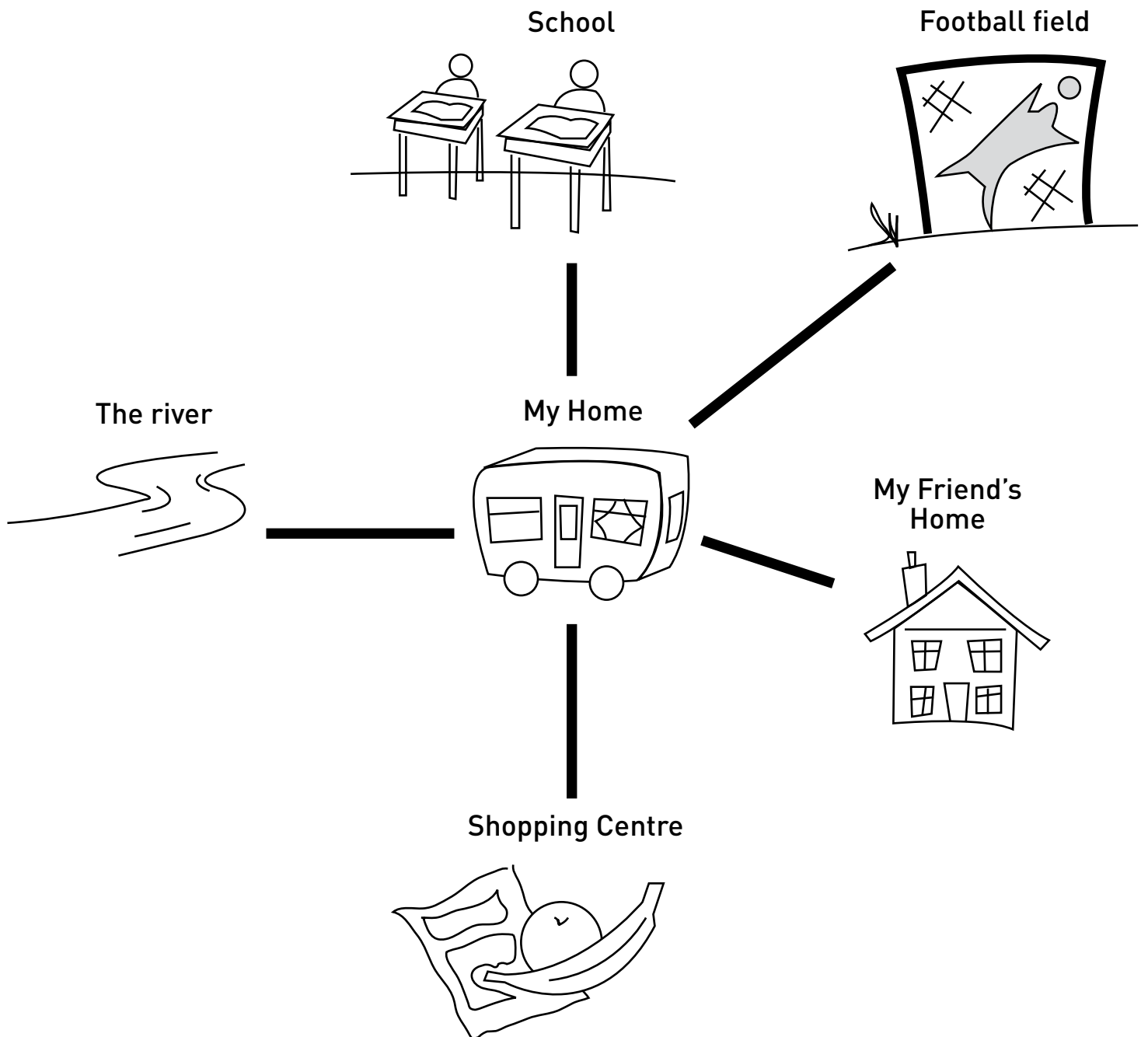
Resource G

Signpost Example 1



Resource G

Signpost Example 2



Resource H

Planning Board

(Support for Activity 14: Come and Share Day)

Designing an Enterprise Planning Board

Explain to the children that they are going to be enterprising by:

- finding out more about their local community;
- interviewing local people; and
- organising a *Come and Share Day* with an invited audience.

Dedicate an area of the room to the Enterprise Planning Board where the children can record their thoughts and ideas as the topic progresses. The children will be invited to contribute to the board at various times using the language of enterprise to structure the process. They may want to consider:

Ideas

- What ideas do we have?
- What might our ideas look like?
- How might we make our ideas real?

Research

- Who will our audience be?
- How do we know if they will come?

Planning

- What do we want to present at our event?
- What problems do we think there might be?
- How will we know if our audience likes our ideas?

Roles

- What needs to be done?
- Who can do what?
- What jobs am I responsible for?

Advertising

- How will we let people know?
- What are the important elements of advertising?
- How can we influence people to come to the event?

Resource 1

Additional Resources to Evaluate Group Work

Reflect on the way you have worked in your group. Choose one card and complete the statement.

In a group I tend to...	In a group I prefer not to...
I'd like this group to be...	In this group I'd like to be...
I like groups that...	I don't like groups that...

Resource 1

Additional Resources to Evaluate Group Work

Reflect on the way you have worked in your group. Choose one card and complete the statement.

	Do...	Don't...
1.	contribute to the group by putting forward ideas and getting involved in discussion	sit back and do nothing
2.	co-operate with other members of the group	think that others will do all the work
3.	select specific roles for every group member (reporter, leader, timekeeper and recorder)	take the lead and ignore others
4.	take on your given role within the group	be afraid to speak
5.	organise meeting times and stick to them	expect all your ideas to be used
6.	share the workload equally	leave people out of the discussion
7.	respect the values and opinions of others	become distracted from the subject
8.	communicate with others and share ideas	be aggressive, interrupt or criticise unnecessarily
9.	encourage others to speak	ignore other members of the group
10.	value diversity	allow one person to dominate

Resource I

Additional Resources to Evaluate Group Work

Group Evaluation Exercise

Work in groups and answer the following questions:

	Yes	No
Was it clear who the leader was?		
Was it clear who the timekeeper was?		
Was it clear who the reporter was?		
Did we clearly identify what the task involved?		
Did we complete the task satisfactorily within the time given?		

Individual Evaluation Exercise

Working alone, try to complete the following statements:

What I liked most about the group was...
What I liked least about the group was...
Next time I think we should...
Next time I think I should...

Resource I

Additional Resources to Evaluate Group Work

Working as a team means that all members of the group must work together to complete a task. Think about how well your group worked together and decide if you agree or disagree with the following statements:

	Yes	No
Everyone in the group contributed to the discussion.		
We were clear about what we had to do.		
It was difficult to complete the task in the set time.		
Everyone's opinion was valued.		
One person dominated the discussion.		
The group made a valuable contribution to the group task.		
I was happy with my contribution.		
We would do things differently next time.		

List of Suggested Resources

Suggested Books:

Gavin, Jamila. *Grandpa Chatterji*
Methuen Young Books (1993)
ISBN: 0 41619021 9

The children in this story have family that live in the local community and a grandfather who lives in India.

Brett, Jan. *Town Mouse Country Mouse*
Putnam Publishing Group (1994)
ISBN: 0 39922622 2

This book allows children to compare life in the country with life in a town. Many schools have children from both the countryside and towns or cities.

Cave, Kathryn and Riddell, Chris. *Something Else*
Puffin Books (1995)
ISBN: 0 14054907 2

This is a story about being different from the people who live near you.

Meyer, Mercer. *Just Me and My Dad*
Golden Books Publishing Company (1987)
ISBN: 0 30711839 8

This is a story about a father and son camping trip.

Lynagh, N. and Potter, M. *Joined Up: Developing Good Relations in the School Community*
NICIE and The Corrymeela Community (2005)
ISBN: 1 8737 3930 3

This is a resource which provides guidance for exploring issues which may arise.

CCEA (2001) *CCEA Primary Values*
ISBN: 1 85885 3370

This is a resource that supports Personal Development and Mutual Understanding issues.

Useful Websites:

Schools' Community Relations (SCRIP)
www.deni.gov.uk

Community Relations Education in Northern Ireland
www.creni.org

Google Earth
earth.google.com

Ordnance Survey
www.ordnancesurvey.co.uk

Ulster-Scots Agency
www.ulsterscotsagency.com

Irish Language
www.forasnagaeilge.ie

Definition of Terms

(Comm) Communication

(UMaths) Using Mathematics

(UICT) Using ICT

(TS&PC) Thinking Skills and Personal Capabilities

(ICLs) Ideas for Connecting Learning

Appendix 1

St Malachy's Primary School

Case Study

School Profile

School	St Malachy's Primary School, Bangor
Type of School	Urban School (370 pupils)
Linked to ICL	Where I live (Years 5/6)
Northern Ireland Curriculum Objective	To develop the young person as a contributor to society
Key Element	<i>Citizenship and Cultural Understanding</i>

Planning

We felt that the main objectives of the Being and Belonging thematic unit were to:

- inspire the children to feel a sense of belonging to a community; and
- to recognise how everyone in the community is interdependent on each other.

We worked with teachers from Towerview Primary School, our Schools' Community Relations Programme (SCRIP) partner, to decide what we wanted the children to achieve. We were then able to direct the children to include our ideas in their planning.

We made use of the *Planning Board*. We found it was a very useful tool that enabled us to visualise connecting the learning and to plan activities for six weeks.

We used the *Planning Board* to involve the children in the initial planning. We worked collaboratively and discussed:

- What do we already know?
- What do we want to find out?
- What do we have? What resources can we bring to school?
- Who can help us? Where can we go?
- Who will we tell?
- How will we tell?

This encouraged the children to listen and share ideas and to take some responsibility for their learning. This preparation was vital to our success. The *Planning Board* was displayed in the classroom so it could be referred to at all times.

Starting Points

We explained to the children that a lot of the activities within this project involved group work. They collaboratively designed a *Stuck Board* to refer to when completing activities. This was displayed in a prominent position in the classroom. We found the *Stuck Board* to be useful in promoting self-management and working with others skills.

We started our programme by inviting the children to discuss what *Being and Belonging* means. The children identified those in the class who live in Bangor. We then used atlases to locate Bangor and examine its position in relation to the world, Europe, UK and Ireland.

We used an ICT software package called *Infomapper* to allow the children to see Bangor and the surrounding area and the school. We used this to introduce them to the concept of a *Bird's Eye View*.

The World Around Us

The children worked on developing their understanding of maps, plans and a *Bird's Eye View*.

St Malachy's Primary School

Case Study continued

They looked at what different objects look like from above and eventually progressed to the children drawing a playground using a *Bird's Eye View*.

Mathematics

The children were learning about co-ordinates in mathematics. I extended the teaching and learning so that they learned how to read co-ordinates on a local map to locate where they lived. This activity enabled them to develop their understanding of directions. I then asked the children to pinpoint their significant places in relation to their homes, using compass points.

Community

The children discussed demographic trends and what constitutes a community. I organised the class into groups of four based on where they lived and asked them to draw a map/storyboard of their community. This activity gave the children an opportunity to openly discuss similarities and differences within their communities and experiences.

The children looked at what clubs and organisations they belonged to in school and in the wider community. Some teachers might want to use this activity as an opportunity to develop graph skills or to enable the children to share with others their special clothing, awards and achievements within the clubs or organisations to which they belong.

Development

The main focus in carrying out this thematic unit was to encourage the children to:

- identify their own significant place in Bangor;
- to plan and make a model of their significant place; and
- to understand how their town has changed.

I also wanted the children to plan and organise a small presentation in which they would share their findings and ideas with parents.

The children created a planning portfolio. This included:

- a photo of their significant place;
- a plan of how they would construct their model;
- a list of materials they would need to build their model;
- a description of the procedures they would use to build their model; and
- an interview sheet related to their sharing presentation.

The planning portfolio activity brought together ICT, The Arts and Language and Literacy.

Learning about Bangor

The children decided that the best place to learn more about Bangor was the Heritage Centre. I organised a joint trip with Towerview Primary School. The children learned about how Bangor has developed as a settlement. They explored what Bangor was like during Early Christian times and the Viking era. They also watched the video *The Day We Went to Bangor* and looked at historical photographs of Bangor and discussed how it has changed. The children also learned about the role the council plays in the development of communities and amenities in Bangor. The activity allowed them to develop a further sense of belonging to their community.

A Wonderful Story

The children gained a lot from reading *A Wonderful Story*. They were able to discuss the importance of different people in their community. The children watched the DVD of *A Wonderful Story* and then worked to recreate the story through drama.

This gave them a better understanding of how to respect others. I had planned to make more use of the images to create PowerPoint stories but unfortunately we ran out of time.

Interview

As an extension activity, the children interviewed a person who had lived in Bangor for many years. They posed numerous questions on how Bangor has changed. This activity was held in conjunction with our Talking and Listening programme for Language and Literacy.

Come and Share Day

The finale of the thematic unit was a *Come and Share Day*. I organised this with Towerview Primary School. The children worked collaboratively to organise a small presentation in the Town Hall. This was in conjunction with Community Relations Week. Children from both schools:

- described the activities they had taken part in during the SCRCP programme;
- sang a community song;
- read an acrostic poem about Bangor; and
- displayed and talked about their significant place models.

Evaluation

Teachers

This was our second time piloting CCEA materials for the Northern Ireland Curriculum. We enjoyed planning the thematic unit with Towerview Primary School.

I felt it was not necessary for our children to complete all working together activities as they have been involved in an enriched curriculum for five years and have carried out similar activities already.

I found that this thematic unit made the children more responsible for their own learning. This applied to children of all abilities as the thematic unit offered children opportunities to excel in areas other than written work.

Children

The children enjoyed making the *Planning Board* and it helped to keep the learning focused.

They enjoyed working in groups and working with their SCRCP partners. This was evident in their learning diaries as the children stated that this was their favourite thematic unit this year.

The children enjoyed making models. This provided an ideal opportunity for parents and children to work together.

The children spoke confidently and proudly during their presentation at the *Come and Share* event. A highlight for the children was meeting the Mayor and local dignitaries and being photographed for the local paper.

Parental Involvement

The parents expressed enjoyment in helping to photograph, design and make the model. Parents assisted on the school trip to the Heritage Centre and filled in questionnaires to help the children learn about Bangor years ago.

Appendix 2

Towerview Primary School

Case Study

School Profile

School	Towerview Primary School, Bangor
Type of School	Urban school (370 children)
Linked to ICL	Where I live (Years 5/6)
Northern Ireland Curriculum Objective	To develop the young person as a contributor to society
Key Element	<i>Citizenship and Cultural Understanding</i>

Planning

We felt that the main objectives of the Being and Belonging thematic unit were to:

- inspire the children to feel a sense of belonging to a community; and
- to recognise how everyone in the community is interdependent on each other.

We worked with teachers from St Malachy's Primary School in Bangor, our Schools' Community Relations Programme (SCRIP) partner.

We created activities based on the topics suggested and expanded them to cover all curriculum areas. Some teachers found it useful to plan with the children and used a *Planning Board*. This was referred to and updated continually throughout the thematic unit.

Starting Point

Our starting point was Activity 1: Working Together. We organised the children into groups and had them complete the Animal Jigsaws and Folding Paper co-operation activities. We also created some co-operation activities of our own and had the children complete those.

We asked the children to think about what they enjoy/don't enjoy about working in a group. This led to the children agreeing a *Working Together Class Contract*.

We displayed this in the classroom. We also created a *Stuck Board* to encourage effective group work and to list solutions to group work problems. We also displayed this in the classroom.

Development

Our Community

Our next step was to encourage the children to think about where they live. We looked at maps to see where Bangor is in relation to the rest of the world, Europe and Ireland.

We used an atlas to illustrate the concept of a *Birds Eye View*. We had the children use the digital camera to photograph different objects from above and then invited others to try and identify the items. We then had them complete the *Moneybeg Challenge* from Activity 6. The children had to work together to consider evidence to solve a local mystery. This activity encouraged them to apply their map work skills and to work collaboratively.

Map Challenge

We then had children complete the *Map Challenge* optional activity from Activity 7. The children were then given a blank grid and asked to design their own map. They were told that their map had to include two natural features, three buildings, one route and a key. We then asked the children to write six questions about their map to test a partner's knowledge of

co-ordinates. We organised the class into pairs and challenged pairs to answer questions about their partner's map.

The children thrived at this task. It was a good teaching, learning and assessment opportunity as it gave evidence of the skills of co-ordinates, a key, and directions required to complete the task.

Group Work Skills

We wanted to continue developing the children's group work abilities. We organised the children into groups and gave them the challenge to use resources from the Tourist Information Centre to create a poster for Bangor. We asked groups to allocate group roles for example, Group Leader. Afterwards, we invited groups to share their posters with the rest of the class. As a class, we discussed what we felt was helpful about working with others and what made working together difficult.

This activity gave the children opportunities to develop the following Working with Others skills:

- deciding what needs to be done in a group; and
- taking responsibility for aspects of the work (TS&PC).

Personal Signposts

We wanted the children to develop an awareness of where they live and a sense of their community. We had them complete the *Personal Signposts* activity from *Activity 7*. As a class, we discussed what places are important to us and why; and we thought about where these places are in relation to our homes. We organised the class into groups and invited them to identify things they had in common and differences.

This activity allowed the children to develop the following skills:

- working in groups; and
- listening to others through understanding and responding to feedback (TS&PC).

My Significant Place

We then had the children take part in *Activity 8: My Significant Place*. We asked them to choose just one Significant Place, (somewhere in Bangor or their home town). The children completed the home learning activity: *Photographs of My Significant Place*. We asked them to take a photograph of their significant place and write a brief explanation of why this place is important to them in a speech bubble.

The children then created a 3D model of their chosen place. The children completed a planning grid for their model: a diagram, list of materials needed and the instructions for making this. Some of the children then made their model at home; others made theirs in school giving evidence of Managing Information through setting goals for tasks, breaking down tasks into smaller parts, and planning the next steps.

Our Community - extended

We extended the idea of a sense of community by thinking about other places in our town that are important to us and why. In groups the children took it in turns to draw or write about places that were important to them. They presented their work to the class and explained why they had chosen a specific place. This activity allowed the children to develop their Working with Others and Communication skills.

As a class, we discussed buildings that all the children share for example the hospital, our school, shops, the dentist and the fire station. Luckily we had a visit from the local fire officers. We didn't plan this as a link but it gave the children an opportunity to find out more about a fire officer's job and what they do for the community.

To conclude our work on the community, we read *A Wonderful Story*. As a class, we discussed the characters and what they had done or could do to help others. We thought about what we could do to help our friends and our community for example,

Towerview Primary School

Case Study continued

recycle and/or pick up litter. The children presented Magic Feathers to those they thought deserved them.

Come and Share Day

We organised a Come and Share Day with St Malachy's Primary School, Bangor as part of our SCRCP programme. We carried out a joint trip to the Heritage Centre to find out about the history of Bangor and the Bangor settlement. After the trip, we had the children produce models of historic or special buildings in Bangor.

We held the *Come and Share Day* at Bangor Town Hall in conjunction with the North Down Borough Council Community Relations department. Children from both schools:

- described the activities they had taken part in during the SCRCP programme;
- sang a community song;
- read an acrostic poem of Bangor; and
- displayed and talked about their significant place models.

This provided a super conclusion to our topic and really gave it a context.

Evaluation

Teachers

This was our first time piloting CCEA materials in our school. Teachers found that the thematic unit was accessible to all the children. Children with a range of abilities were able to participate at their own level.

The children gained a lot from using the *Planning Board*. It allowed them to take responsibility for their own learning and kept them focused. We also found it helpful as we could refer to it.

In particular, the children responded well to:

- working with others;
- co-operating;
- discussing ideas; and
- solving disagreements in a controlled manner.

A highlight of the thematic unit was when a child with Asperger's Syndrome wrote in his Easter holiday news: 'I enjoyed playing happily with my friends on the trampoline, cooperating nicely, thanks for the advice!' This child normally finds it difficult to interact with others. Another highlight was the *Come and Share Day*.

The response from parents and teachers was extremely positive.

Children

Through taking part in this thematic unit, the children learned how to present their work to others, work collaboratively and to make connections with where they live.

The children were encouraged to:

- listen to each other and to share ideas;
- to work in different roles in a group and to take responsibility for different tasks;
- to work with peers to reach agreements;
- and to begin to manage disagreements.

The children loved taking part in this thematic unit. In particular, they enjoyed:

- all aspects of group work;
- using the *planning board*;
- taking responsibility for their own learning and directing it;

- the *Bird's Eye View* activities;
- the *Personal Signposts* and *My Significant Place* activities as these gave them a chance to talk about things they love;
- making models;
- working with their SCRP partners; and
- learning more about their community.

Parental Involvement

Parents were asked to help their child:

- find or take a picture of their significant place; and
- help them make a model of their significant place.

Many parents commented on how they enjoyed being practically involved in their child's school work. Parents were also asked to help their child find someone in the community who had lived in Bangor for 30 years so they could interview them.

One parent helped to plan and organise the *Come and Share Day*.



Incorporating *A Wonderful Story* written
by John Mooney and illustrated by Heather Sloane.

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Rewarding Learning