



Go-Givers

Caring for our Community





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Classroom Notes

Age Range: KS1

Suggested timing: This lesson can be taught on its own or as the follow up lesson to 'Exploring our Community'. It is a resource that has been designed to give you flexibility. You can choose to deliver all suggested activities in these classroom notes, or select those that best suit the needs of your pupils and your time frame. The corresponding PowerPoint can be used in its entirety, or it can be edited, saved and delivered across several shorter sessions. You should spend as long as required on each section depending on your students' needs.

Curriculum references:

Citizenship:

- To contribute to the life of the class and school (2.h).
- To recognise how their behaviour affects other people (4.a).
- That family and friends should care for each other (4.d).
- To take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well) (5.a).
- Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse) (5.e).

PSHE:

- To recognise that their behaviour can affect other people (R2).
- Identify their special people (family, friends, careers), what makes them special and how special people should care for one another (R9).
- That they belong to different groups and communities such as family and school (L4).

Related Lesson Plans:

- Exploring our community
- Go-Givers Playground

Lesson overview:

In this lesson pupils will think about the importance of caring for their community and the varied caring responsibilities which are held by members of the community. They will identify who in the community cares for their needs and how they can reciprocate by taking an active role in their community.

Lesson objectives:

- To think about the importance of a caring for our community.
- To understand that all members of the community have caring responsibilities.
- To take an active role in the care of the community.

Resources:

- PowerPoint
- Activity Sheet 1 - Storyboard
- Activity Sheet 2 - Letter Scaffold

Please note: This lesson considers the theme of neglect. Please be sensitive to the experiences of your class and adjust the lesson accordingly to meet their needs.



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Introduction:

Introduce the learning objective of the lesson to the class using **slide 2**. As in the lesson 'Exploring our Community', start by using **slide 3** to define the term community as a group of people who live or work together in a neighbourhood.

Explain that the people in a community are connected to one another in some way. The Go-Giver characters give examples of their connections to people in the community on **slide 4**, listing friends, family, neighbours, teachers, doctors, police and refuse collectors as people who live and care for their area.

Challenge the pupils to tell a partner about three or more people that they are connected to in the community. Their examples should not include family and friends.

Activity 1: A Web of Support

Gather the class into a circle and show them **slides 5-10** in which the Go-Givers model the activity 'Web of Support'.

Resources:

- A ball of thick wool or string

Instructions:

1. Stand the children in a circle and give one member of the class a ball of wool or string.
2. Ask the starting pupil to say something kind, helpful, encouraging, caring or respectful to another member of the class and then pass the ball of wool onto them, keeping hold of the thread so that a line of connection forms between them.
3. The pupil holding the ball of wool will now offer their compliment to another student and pass on the ball of wool in the same manner.
4. Continue passing the ball of wool around the circle until each member of the class is holding a piece of the wool and a web of connection has formed.
5. Point out that they now have a strong web linking them together as a community.
6. Once the 'web' is built, discuss the strength of the community.

Q: How did they feel when they were encouraged?

Q: When someone is kind to them, does it make them want to pass that kindness on to others?

Q: What might happen to the community when someone says a negative comment?

Tell the children that someone has just told you that you aren't good enough to be on the football team. Hang your head and drop your wool. When you drop the wool, others will feel it slacken. Tell the children to drop their wool if the web feels less tight. As some children drop the wool, others will feel the slack in the web. They will continue to drop the wool until the web is lying on the ground. Discuss what happens to a community when negative comments are used. Just as kind words encourage people to be kind to others, unkindness is passed around and breaks the bonds of support.

Talk about how their school community will remain strong if it is built on positive behaviour. Reiterate the pupils' understanding of the game's message by referring to the Go-Givers' experience of the game on **slides 11-12**.



Activity 2: What if we did not care?

Continue the lesson by thinking about what would happen if the wider community stopped being caring and supportive. On **slide 13** pupils are asked:

Q: What would happen if these people in our community stopped caring?

Click through the slide to reveal families and carers, friends, teachers, fire brigade, police, doctors and nurses, ambulance crews, bus drivers, shopkeepers, refuse teams, road repair teams. Pause after each image is revealed to ask the class what the impact of that group not offering care and support would be for the community.

Slide 14 asks pupils to imagine that they have woken up to find that everyone in their community has stopped offering care and support.

Please note: When planning this story pupils will consider the theme of neglect. Please be sensitive to the experiences of your class and adjust the lesson accordingly to meet their needs.

Use **slides 15-16** to help the pupils plan a story or role play entitled 'The Day When Nobody Cared' using a storyboard prompt and a modelled example of a storyboard. A blank storyboard for the pupils is found on **activity sheet 1**.

Model turning each box of the storyboard into a scene in a role play or a paragraph of a story. Give pupils the opportunity to share their story with classmates so that they can consider the many implications of people in their community not showing care and support.



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Activity 3: What if we cared more not less?

In **slides 17-23** the Go-Givers consider the opposite scenario in which they show more care for their community and not less. Alba gives the examples of tidying her room, reading to her baby sister, using her skills in music to help in lessons, collecting litter in the playground and offering her seat to people with a greater need when she is on the bus.

Ask pupils to work in groups to discuss:

Q: What could you do to show more care and support at home, school and in your local community?

Take group feedback and record ideas on the whiteboard at the front of the room. Ask pupils to try one caring act and report back how it went.

Continue with the idea of taking greater responsibility for your community by coming up with a list of jobs that need to be done in the classroom and assigning responsibility for those roles to pupils for that half-term.

Suggested class jobs. Each job would be assigned to two or more pupils.

Job Title	Responsibility
Pencil Monitor	Sharpens pencils in the last five minutes of the school day so they are ready for tomorrow
Book Monitor (for each subject)	Hands out and collects books for a given subject
Worksheet Monitor	Hands out and collects worksheets
Letters Home Monitor	Puts letters into pupils' trays so that they can be easily collected at the end of the day
Milk Monitor	Hands out milk at break
Fruit Monitor	Hands out fruit at break
Chair Monitor	Checks all chairs are pushed in or carefully put up on desks at the end of the day
Mini-Whiteboard Monitor	Hands out boards. Checks to see if boards are returned clean
Laptop Monitor	Hands out laptops and reports any faults.
Recycling Monitor	Reports when the recycling bin needs to be emptied.
Book corner monitor	Tidies and organises the reading books in the classroom

Ask pupils to report back at the end of the first week of class jobs. Ask them:

Q: How are you finding your job?

Q: Do you think there are any jobs in the classroom that have been missed?

Make any necessary adjustments to the job list and change the pupils' job roles at the end of the week or half term to give them a range of supporting experiences.



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Activity 4: Care in the Community

In this activity pupils contact a person in a caring role within their community and invite them to visit the school and teach them more about their profession.

In preparation for this activity teachers should find the addresses for the nearest police station, fire brigade and hospital. They may also wish to include people in other caring roles such as health care assistants, council workers or the local MP.

On **slide 26** the character of Digby explains to the pupils that they will be writing to invite people who care for our community to visit the school and tell them more about their work. Read through the example letter on **slide 27** with your pupils and then rehearse sentences they may like to use in their letters using the sentence starters and keywords on **slide 28**. A simple letter scaffold is also found on **activity sheet 2**.

Arrange an afternoon in which the pupils can meet a panel of caring professionals from the community. Have the pupils prepare questions in advance of their visit and review the experience by asking them to prepare a short reflection on what they have learnt from the visitors.

Plenary:

Use **slide 29** to guide pupils in a short review of their learning which asks them to consider the school as an example of a caring community.

- Q: Name 3 or more caring things that the adults at your school do?**
- Q: How do you care for your school community?**
- Q: What would make your school a more caring place?**



Storyboard

1. The journey to school

2. The school day

3. An emergency



Letter Scaffold

Dear Sir or Madam,

My name is _____.

I am a pupil at _____.

We have been learning about _____

Please could you _____

I would like to know _____

Yours faithfully,
