

# 1 Feeling at home

## Introduction

This unit uses cartoon creatures and habitats, and discussion about home, to support learners in developing their identity and thinking about how it connects to culture and place.



Key Stage: 1

Time: 60 mins

Learning Style: teacher-led

## Why should we think about this ?

A sense of belonging and safety is at the heart of our identity. To feel comfortable with ourselves at any age, identifying our place in the world, in our family and community, is an important task. This unit considers the ideas of home and habitat, using creature examples, to help reception and KS1 learners think through this issue.

## When should we think about this ?

This unit could be used in many different ways, but in particular fits into learning about:

**Geography** - identify and describe places

**PSHE** - developing confidence, belonging to groups and respecting others

**English** - put ideas into sentences

In the EYFS curriculum there are many more links - teachers and educators can decide where this activity might best fit.

## Learning Activities

### ▶ What do I think about... HOME ?

Ask the simple question “What/Where is home?”

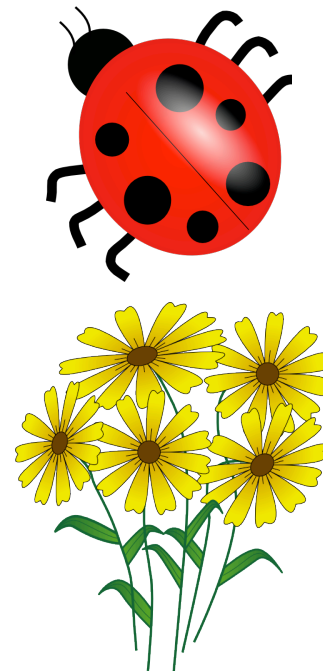
Use circle time to create a list of ideas in response to the above question. Further questions might be needed to support learners in teasing out ideas, such as “is a home where someone belongs?” or “are homes always safe?”. This activity is very like a philosophical enquiry so if you have any experience of Philosophy for Children (P4C) this might be a good place to use it.

### ▶ How can I develop my thinking ?

Use this short activity with images to consider different creatures' habitats or homes:

1. Prepare cut outs of each clip art cartoon provided on pages 5-12, and ask learners to place each animal in the most suitable home or habitat by sticking a creature (use a blob of tack on the back) in the home that it belongs in.
2. When the activity is complete take one or two creatures out of their usual (correct) home or habitat and put them in one that does not suit. You could for example place the penguin in the desert or the squirrel in the polar region.

Ask learners how the creature might feel in a new situation. Depending on the age and progress of each learner you might get a range of answers, including emotions such as fear, loneliness, discomfort, but also that the creature might die if its habitat did not suit it. We have had ‘excitement’ from one reception learner who said it can be fun to explore new places!



### What do I think now ?

Bring your learners back together and see if they have developed any new or different ideas about 'home' through the activities. You might like to return to the original list of ideas.

As a teacher you might need to highlight how thinking about something carefully, and considering creatures' habitats, has helped our own ideas about home become deeper and more detailed.

### Why do I think this ?

This question deepens the critical literacy skills of learners. Where learners are able to trace the origins of their thoughts and feelings (family, experience, peers, media etc) they can become confident to challenge their own thoughts and engage with the ideas and opinions of others.

This is also the most challenging part of the process and teachers/facilitators will need to decide whether to include this stage when working with younger or less able learners. We feel it remains vital for teachers/facilitators to be aware of and reflect on this stage for themselves as it may help to deal with responses and reactions from learners, and identify future learning needs.

If you feel confident to explore your learners' thoughts and feelings in greater depth you could gently encourage learners to think about the following questions/issues in relation to this activity:

- *Do I have any experiences of feeling 'out of place' in a new home or a new place?*
- *Do we mostly feel at home when we are around loved ones, or in a particular place?*

## Extension ideas

### Where can we take this thinking ?

This activity is a great starting point for some of the tougher ideas and issues around identity and community. For example, you could move on to thinking about asylum seekers or people who move to other places for work. Consider how children of those families might be feeling as they arrive in a completely new country, area and home.

There are many picture books that explore these issues in engaging and thoughtful ways. We have very successfully used *Meerkat Mail* by Emily Gravett with reception and KS1 to explore this issue.

Alternatively, you could go on to thinking about other places in the local area that feel safe, or not. The unit **Time2Think about... The Places we share**, using Anthony Browne's *Voices in the Park* might be a good next step.

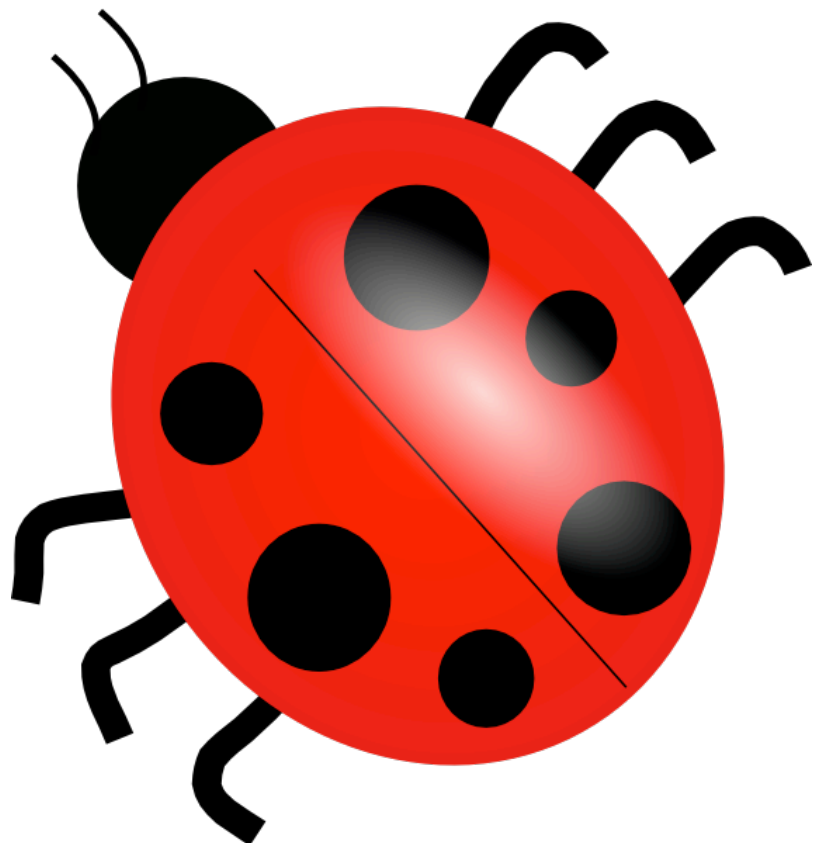


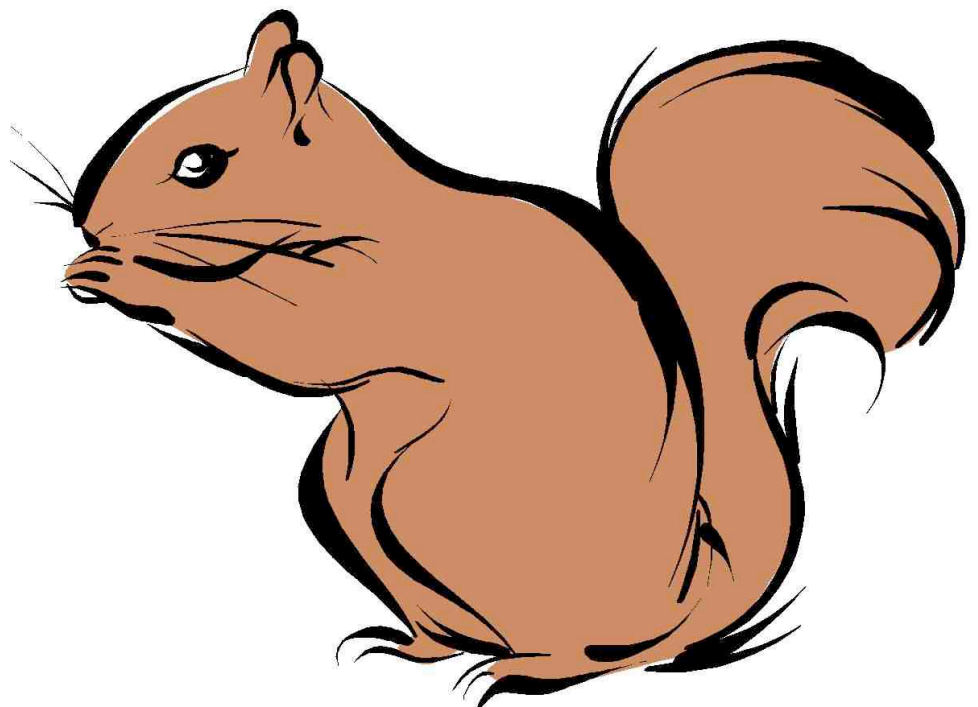
If you have used this activity in your classroom and have any examples you would like to share or would like to provide any comments or feedback as a teacher then we'd love to hear from you.

We want **Time 2 Think** to evolve into a community of practice to further develop ideas and organise events and opportunities, but for this we need the involvement of users such as yourself.

Send any contributions, or contact us to find out more, at [ask@lifeworldslearning.co.uk](mailto:ask@lifeworldslearning.co.uk)

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