

Year 3&4 Key Stage 2



RELIGIOUS EDUCATION

Resource File

Year 4 units of work - Becoming an adult - Belonging to a group





Lesson 1 Belonging to a group

The big picture

This lesson is intended to set the scene for the unit on Becoming an adult and give people the opportunity to consider the importance of belonging to a particular group. You should encourage people to reflect on the rights and responsibilities associated with that membership.

Learning objective

- To consider the groups they are committed to in their own lives and why they have that commitment.

Success criteria

- Pupils will be able to understand and explain how and why they show commitment to certain groups.

Religious Education Council Requirements

B1, B2, C1

Resources

- Artefacts that suggest belonging to a group, for example, badges, clothing items.
- Sample questions to demonstrate the hot-seating technique

Vocabulary

Ceremony, commitment, community, hot-seating

Key questions ?

*What groups do you belong to?
What commitments do you have to an organisation or community?*

Introduction

Share the learning objective: 'In this lesson you are going to think about the different groups you belong to, what you do to show they are important in your lives and why they are important to you.'

Show some artefacts that suggest belonging to a group, for example, a Cub Scout badge, a Brownie sweatshirt, a football shirt, a school T-shirt, a badge of a well known pop group. Ask some volunteers to wear them. What would the rest of the class think about these people if they saw them in the street? What do the badges and clothes show about them? People will hopefully identify the volunteers as members of certain clubs, fan clubs or communities.

Activities

Stimulus

Divide the class into pairs and ask them to identify the different groups and communities they belong to. These could be written on a whiteboard and shared with the rest of the class. Group the pairs together into fours and ask them to discuss the following questions:

Key questions ?

What is important about the group?

Why have they chosen to belong to it?

Will they always belong to it or will they become too old to be part of it?

How did they become part of the group? Was there a special ceremony?

How do other people know they are part of that group?

Response

If they are not already familiar with it, talk to the class about the technique of hot-seating. This is when one person sits in a chair and takes on the character of someone else, answering questions put to them as that person would. You should demonstrate by taking on the character of a person belonging to a particular group, such as Brownies, or a supporter of a particular team. Encourage people to put questions to your character. You could put together a sample set of questions for them to ask you.

In their groups of four, the whole class should take it in turns to be in the hot-seat, answering questions about why they are committed to their group or organisation, how the group helps them and why they enjoy being part of the organisation.

Plenary

Explain that in the next few weeks you are going to look at the question: 'How and why do people show they want to belong to a religion?'

Ask people to think about and finish this sentence:

- 'I am committed to... (name of group) because...'

Differentiation

(By grouping) carefully choose the pairs and the groups of four for the initial discussion and the hot-seating activity. Initial pairs should be of a similar ability and the pair they come together with should be of a different ability.

Extension

More able people could consider when being committed to a group or organisation could cause problems in everyday life. For example, if someone wants to wear a badge showing identity when it is not part of the school uniform.