

Resource  
one



Look at the resource below, which shares some examples of different communities.



The clubs or groups people attend such as sports clubs, guiding or scouting, volunteer groups, interest groups e.g., reading, farming, cooking can all be described as communities.



A school community is all the people, who are involved in school. This may include children and their families, teachers, cleaners, caretakers, neighbours, volunteer helpers etc.

The people who live near you can be described as your local community. You may be part of a rural, town or city community.



People who share beliefs or a religion form a community. They may all attend a place of worship or have a meeting place to gather.

People who interact with one another through the internet such as playing games together or joining groups on social media could be described as an online community.



**Do you belong to any of these communities?**



Look at the resource below, where some people share their experience of a community they belong to.

I attend a swimming club. We meet twice a week for training and often have competition meets with other clubs. As well as training and competing, we also have many social meets such as meals out or walks. The people who are part of my swimming club are amazing. We support one another when we are struggling and celebrate in each other's success – both in the pool and out!



Cole

I love the town where I live. Most of the people are very friendly and welcoming and there is always something happening! We often come together in the town centre to celebrate events and special occasions are organised such as a pop-up, outdoor cinema. When part of our area was flooded, we all grouped together to help each other.



Omar



I am part of RDA (Riding for the Disabled Association). Each week, I have a riding lesson on a pony called Pie. I love riding and it helps to make me feel calm and safe. There are other riders in my group and there are volunteers that lead the ponies and help us. We also have an annual RDA holiday, where a group of us stay in a village hall together and take part in many activities and events, with and without the ponies. The ponies and the people mean so much to me and I am proud to be part of this group.

Katrina



**Discuss some of the similarities and differences of each of the communities.**

## Picture News



### How do communities support each other in difficult times?

Schools in parts of Turkey and Syria have been reopening in the weeks since devastating earthquakes hit, many in the form of makeshift tents. Teachers in the affected areas are making certain children's education continues, despite the difficult circumstances. Many school buildings were affected in the earthquakes at the start of February, leading to all educational institutions nationwide being closed for over two weeks. Although many learning centres have since reopened, lessons have had to also continue in tent schools, set up by volunteers and authorities in the worst affected areas.



- Look at this week's poster. Talk about what you can see. Does anyone recognise the flag? What do you think the story could be about?
- Read through the assembly resource, which provides more information about the tent schools in Syria and Turkey that are being used.
- Talk about how going to school in a tent would be different. What things do you think would be difficult?
- Watch this week's useful video, which provides more information about the story. What do you imagine it would be like learning in a tent? What resources do you think are important to help you learn?
- What is your definition of community? What do you believe are the benefits and drawbacks of a community? Explore how working with others can have shared benefits.
- Can you come up with examples of different communities, e.g., school, local area, clubs? Share what communities you are part of and the difference they make in your life.

### Reflection

A community is a group of people living in the same place or who all have similar interests or characteristics. When everyone in a community works together and supports each other, they can achieve their shared goals.

## Picture News



### KS1 focus

#### What is a community?



- Write the word 'community' on the board. Have you heard this word used before? When? Share anything you know about a community.
- Explain that a community is a group of people living in the same place or who all have similar interests or characteristics. Are you part of a community?
- Look at resource 1, which shares some examples of different communities. Do you belong to any of these communities? Can you think of any other examples of communities?
- Focus on the word 'belong'. How does it feel to belong? If you belong, you may feel like you are in the right place. Discuss how it might feel to be in the right place e.g., happy, confident, safe, welcomed.
- Think about some of your communities. Do you enjoy sharing interests with others? Does being with a group of people, who are similar to you help you feel like you belong?
- Discuss your school community. Do you think everyone feels like they belong? What do you do to help one another feel safe, happy and included? Look at your school values and class rules and discuss how they may help us all feel like we belong.

### Reflection

The people who live nearby or the groups we are part of are all communities that can help us feel like we belong.

## Picture News



### KS2 focus

#### Are all communities the same?



- Make a list of the communities you are part of e.g., a club or group, local community, school community. Which communities are we all part of? Are there any communities you are part of that nobody else is?
- Look at resource 2, where some people share their experience of a community they belong to. Discuss some of the similarities and differences of each of the communities. Consider the people, where they live, their interests, their beliefs, their values, their characteristics etc.
- How does being part of a community make you feel? Each of the people from resource 2 mention positive things about the people who belong to each of their communities. Do you think people feeling safe, supported, welcomed is something all communities have in common?
- Are there any groups or clubs that could not be described as a community? Do you think everyone in a community feels like they belong and are accepted? Is it still a community, if people do not feel this way?
- Think about your school community and all of the people in it. Discuss the roles people play. Can you think of a high moment and a low moment? Who was there? What role do you play? Should everyone in a community contribute something?

### Reflection

People have different interests, characteristics, beliefs and live in different places so the communities they join may be different. However, most communities provide a sense of belonging and help people feel safe and supported.



## KS2 follow-up ideas

### Option 1

Discuss what a community event or project might be e.g., a social event, a fundraiser, an improvement. Plan an event or project you could organise in your school community. Think about:

- What will the event/project be?
- What is its main aim/goal?
- Who will be involved?
- What resources will you need?
- Will you need any funds?
- How will you promote the event/project?

Share your plan with others as they may inspire your school community to take action!

### Option 2

Many of the communities we are part of such our school communities or clubs/groups have a sense of identity.

- What is a sense of identity?
- How might a community display their sense of identity?  
A uniform, logo, motto?

Focus on logos. A logo is used by an organisation to help others identify it.

- Do any of your communities have a logo  
e.g., your school?
- Can you describe the logo and what it represents?

Choose one of your communities (if possible, a community that may not already have a logo) and design your own logo for them! Think about:

- What values does the logo need to represent?
- What interests will it show?
- What colours, tones, shapes and lines will you use?



## KS1 follow-up ideas

### Option 1

Think about some of the communities you belong to.

- Are you part of a club or group?
- Who is in your local community?
- Who is in your school community?
- Do you feel like you belong in your communities?

Record some vocabulary linked to feeling like you belong e.g., happy, safe, friendship, love, kindness. Draw a picture that represents you feeling like you belong. Think about:

- Who will be on your picture?
- Where will your picture be?
- What colours, shapes and lines will you use?
- What objects might you include?
- What could represent love/kindness/friendship?

Once you have finished your picture, share it with someone.

### Option 2

Successful communities often rely on everyone playing a part, contributing, and working together.

Take part in some team challenges such as:

- Organise your team as quickly as possible into height order without speaking.
- Place a large hoop on one person's arm, hold hands in a circle and pass the hoop all the way around without letting go.
- Find an object that begins with the same letter as each member of your team's name.

Once you have completed your challenges think about:

- What did you find easy/hard about the team challenges?
- How important was it for everyone to contribute/take part?



## This week's useful websites

### This week's news story

[www.dailysabah.com/turkiye/education/turkish-teachers-heal-wounds-via-tent-schools-in-quake-zone](http://www.dailysabah.com/turkiye/education/turkish-teachers-heal-wounds-via-tent-schools-in-quake-zone)

### This week's useful video

Turkey's tent schools  
[www.youtube.com/watch?v=LMx4Gqh3FT0](http://www.youtube.com/watch?v=LMx4Gqh3FT0)

### This week's Virtual Picture News

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

## This week's vocabulary

### Circumstances

Facts or events that make a situation the way it is. Teachers in the affected areas are making certain children's education continues, despite the difficult **circumstances**.

### Devastating

Causing a lot of damage or destruction. Schools in parts of Turkey and Syria have been reopening in the weeks since **devastating** earthquakes hit, many in the form of makeshift tents.

### Earthquake

A sudden violent shaking of the ground caused by movements within the Earth's crust or volcanic action. Many school buildings were affected in the **earthquakes** at the start of February.

### Establish

Set up on a firm or permanent basis. One Deputy Director of National Education, Arif Kirkinar, helped **establish** a tent school in one of the areas affected.

### Makeshift

Temporary and of low quality but used because it is suddenly needed. Schools in parts of Turkey and Syria have been reopening in the weeks since devastating earthquakes hit, many in the form of **makeshift** tents.

### Salvaged

Items saved from damage or destruction. To do this, they had limited resources and used desks and chairs **salvaged** from destroyed buildings.