

Everyday Ubuntu
Growing and Developing Together
The Diocesan Education Team Project 2022-23
Key Stage 2 and 3 Edition



A dolphin doesn't know it's wet.

Imagine the highly intelligent animal that is a dolphin, trying to 'understand' what it means to be wet, when all it has ever known in life is water. Or imagine the desperation of a human landing on Mars without an oxygen tank.

Becoming conscious of what we take for granted can be a strange, difficult, even painful experience. Yet the winds of change that greet us guarantee that Westerners will encounter non-Western assumptions about what it means to be human. The interconnection of identity on the personal, communal and global levels is inescapable.

Emphasising the communal and spiritual dimension of human identity, the concept of Ubuntu of necessity poses a challenge to people accustomed to thinking of themselves as individuals.

Ubuntu is an African concept of personhood in which the identity of the self is understood to be formed interdependently through community. Archbishop Desmond Tutu summarised it : *'A person of Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good; for she or he has a proper self-assurance that comes from knowing that she or he belongs in a greater whole, and is diminished when others are humiliated or diminished, when others are tortured or oppressed'*.

A month before the first total Lockdown in 2020 I sat in the Holocaust Memorial Centre in central Kigali, inspired by reading about an annual Rwandan Ubuntu festival, with a central focus on The Arts. Months later, having read extensively Desmond Tutu's reconciliation theology and its basis in Ubuntu, and having revisited the Jewish philosopher Martin Buber's book 'I and Thou' I felt a keenness to share what could be a possible focus for our annual schools' project.

Two years later, a number of 'God-incidences' happened, and here we are, sharing the creativity and wisdom of my team in a Project Booklet that offers a multitude of 'off-the-page' activities, lessons, games and more, to bring the notion of 'Everyday Ubuntu' to our children and communities.

This year's project is similar in many respects to others, with all of the activities and learning opportunities on a theme, but is also different in that this year there are accompanying video lessons filmed in two of our schools on Ubuntu drumming and Ubuntu dance to use. Also there's a deliberate focus on learning about the theme from an adult perspective.

So, there will be a lunchtime Ubuntu theology seminar for clergy, evening cheese and wine gatherings for interested adults, and a series of Ubuntu-themed video conversations that I'll have with a range of people across our dioceses.

Our annual projects have been taken-up in America, numerous dioceses in England, but also by local authority community schools. Do encourage people in parishes where there is no CofE school to consider using this booklet in their partnership and ministry with schools.

We've included a great booklist for adults and children, but if you want a really interesting and easy way into understanding Ubuntu, and learning how to adapt your everyday lifestyle to embrace Ubuntu and its theology, I recommend 'Everyday Ubuntu : Living Better Together, The African Way' written by Mungi Ngomane, Tutu's grand-daughter.

Those who know my passion for rugby will understand why in the chapter entitled 'Seek out ways to connect' appeals. Mungi reflects on the 1995 Rugby World Cup – the first major sporting event to take place in South Africa following the end of apartheid. The green and yellow Springbok jersey was seen as a symbol of privilege and the oppression of black people, and it was widely disliked. Rugby was also seen as an Afrikaner sport. So, what President Mandela did when South Africa won the final was inspired. Wearing the Springbok shirt and cap, he walked onto the pitch to present the cup to the captain, Francois Pienaar, a white, blond-haired Afrikaner. Pienaar looked amazed, and with tear-filled eyes he watched the white Afrikaners cheer and go wild, delighted to see the man seen as 'the enemy' by many, in their clothing.

Mandela's message was loud and clear. He was at one with everyone, including his past oppressors and jailers. His choice to wear that jersey and cap displayed Ubuntu.

I hope you are inspired during this project; and the message 'Deeply Christian and Serving The Common Good' that flows throughout the pages and activities, gives you a insight into yourself and others that might be new, or re-surfaced and freshened.

Jeff Williams
Director of Education

In his own words:

An overview of Archbishop Desmond Tutu's Reconciliation Ubuntu Theology

- ❖ Secular prosperity seduces us into judging others as if value were dependent on the production of goods. Humanism in the West recognizes truth as based on materialism. Is it not revealing how when we meet people for the first time, we ask 'what do you do?'- meaning, what gives you value? Personhood becomes defined through the value of the product one produces.
- ❖ In the African worldview, a person is not basically an independent solitary entity. A person is human precisely in being enveloped in the community of other human beings, in being caught up in the bundle of life. To be is to participate. The summum bonum here is not independence but sharing: interdependence. And what is true of the human person is surely true of human aggregations.
- ❖ A self-sufficient human being is subhuman. I have gifts that you do not have, so, consequently, I am unique: you have gifts that I do not have, so you are unique. God has made us so that we need each other. We are made for a delicate network of interdependence. We see it on a macro level. Not even the most powerful nations in the world can be self-sufficient. Not only is each person unique, but so are the nations of the world. The world is to be international.
- ❖ What makes participation in the ubuntu community so different for many Westerners is that ubuntu theology excludes competitiveness. Instead of being manipulative & self-seeking, the person is more willing to make excuses for others and even discover new meaning in these others. Communal competition, in contrast, makes humans and their community into little more than a pack of animals. If you throw a bone to a group of dogs, you won't hear them say 'after you'!
- ❖ Jesus gave a new, a very important responsibility to Peter. He said, 'feed my sheep'. It is almost like asking a thief to become your treasurer. Being recognised as a distinctive person, therefore, requires that one be transformed to a new identity.
- ❖ We are each a God-carrier, a tabernacle of the Holy Spirit, indwelt by God the holy and most blessed Trinity. To treat one such as less than this is not just wrong... it is to spit in the face of God. Consequently, injustice, racism, exploitation, oppression, are to be opposed not as a political task, but as a response to a religious, a spiritual imperative. Not to oppose these manifestations of evil would be tantamount to disobeying God.

Contents Page

Explaining Ubuntu to pupils	Page 6
Lesson activities to develop children’s understanding of Ubuntu	Page 7
Ubuntu Through Volunteering	Page 12
Ubuntu Collective Worship	Page 14
Feeling connected through music and dance	Page 23
Ideas for Building Community	Page 24
Art lessons exploring different concepts within Ubuntu	Page 29
Creating an Ubuntu art exhibition	Page 42
Interdependence in Nature – KS2/3	Page 44
2022-23 RE Unit of Work: Key Stage 2	Page 47
Further reading	Page 56



Explaining Ubuntu to pupils

Ubuntu is an African philosophy often translated as ‘I am because we are’ or ‘humanity toward others.’ It is a belief in the universal bonds that connect all people - “a person is a person because of, or through, others”.

For pupils Ubuntu is best explained as believing that we are all connected. No matter where we are from, what we like to do, or who we are, a person is a person through their connection with other people. Almost everything that we do affects other people. By learning and thinking about Ubuntu we can celebrate friendship and kindness and the many ways in which are all one. There is more on this on the next page.

Ubuntu emphasizes the importance of community and reflects the spirit of reconciliation and inclusion fostered by the nation’s former president, the late Nelson Mandela. Found in numerous African languages and cultures, Ubuntu thought persists in the conception of the place of the individual within the community, as well as in the links between different peoples. It encourages a vision of the world based on interdependence of relation.



The concept of Ubuntu is demonstrated throughout the Bible. In the Gospels, Jesus comes to restore our relationship with God and in doing so each other ([Ephesians 2:11-22](#)). Christ identifies with his disciples as he lives with them in community. Jesus’ word in [John 15:13](#), “greater love has no man than this: that he lay down his life for his friends,” refers not only to crucifixion, but also to the daily sacrifice of self for others.

Ubuntu echoes this spirit and attitude. In Acts, church communities are established in different cities. The early church was a community ([Acts 2:42-47](#)). The New Testament reminds us to love one another ([John 13:35](#)); live at peace and in harmony (Romans 13:14-21); serve each other ([Galatians 5:13; 6:10](#)); encourage one another ([1 Thessalonians 5:11](#)); and bear with each another ([Ephesians 4:2](#)).

This booklet contains a wealth of ideas, collective worship plans and resources to encourage schools and parishes to understand, discuss and develop the concept of Ubuntu. **Some activities contain links to the diocesan website where the project resources can be found.**

Lesson activities to develop children’s understanding of Ubuntu

The following lesson ideas are designed to develop understanding and facilitate discussion about the concept of Ubuntu. The core idea of Ubuntu is that a person is a person through other people; it is a belief in a collective bond that connects us all. Demonstrating Ubuntu means treating others with the same kindness and understanding with which we would wish to be treated so that we can flourish together (Luke 6:31). Ubuntu has a strong emphasis on community and collective unity, stemming from the belief that we can only be fully human through our relationships with others. Because of this, it is important that we learn how to restore relationships when they have broken down.

These lessons could be adapted and integrated into a school’s PHSE/SMSC curriculum and cover PHSE areas of learning such as:

- *the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing*
- *what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)*
- *that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely*
- *about the different groups that make up their community; what living in a community means; valuing the different contributions that people and groups make to the community*

Lesson 1 – *I am a person because you are a person*

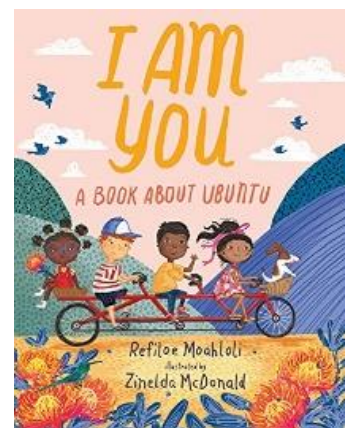
Learning that we flourish when we have mutual care for one another.

Resources – ‘Other People’s Feelings’ cards, cut into separate cards.

Introduction

Tell the children that we are going to learn about a concept called ‘Ubuntu’, which comes from African cultures. It is a way of saying that we can only flourish (*grow to be the best person that we can*) when we help others to flourish.

You may like to use the picture book ‘I Am You: A Book About Ubuntu’ to introduce the concept. Although this is a book for younger children, it introduces the concept simply and effectively. It would be good to have a copy of this book for the reflection area for your classroom.



Watch the animated film 'Iain' together:

https://www.youtube.com/watch?v=Hz_d-cikWml

Explore the themes of the film with the children. (If your school does P4C, the film might form an excellent basis for a 'community of enquiry'). Re-cap with the children what Ubuntu means (as above). How was Ubuntu shown in this film?

Main task

1. Introduce the 'Other People's Feelings' cards.
2. Put children into pairs and ask them to choose one of the scenarios.
3. Ask the children to discuss the scenario and the characters' feelings:
Does the situation lead to Ubuntu or not?
How does it affect the wellbeing of each of the characters in the scenario?
How could Ubuntu have been shown in this situation?
4. Choose some pairs to share their conversations with the whole class.

Plenary and reflection

Gather the children's ideas together to make a checklist of ways that we can increase Ubuntu in our school. (The point of this is to ensure that the children properly understand the meaning of Ubuntu. Ideas could include: being patient with people, listening to people, cooperating, being respectful in the things we say, including people we don't like, etc). Display the finished checklist in the reflection area of your classroom.

Lesson 2 – Ubuntu: *I am a person because you are you and I am me.*

Learning that we flourish through reconciliation and mutual understanding.

Resources – 'Ubuntu Diamond 9 Ranking for Resolving Conflict' cards ready cut up for groups or pairs.

Introduction

Recap on lesson one and revisit the meaning of Ubuntu. Refer back to the 'Other People's Feelings' cards and discuss the fact that following Ubuntu isn't always easy. Sometimes we can get into conflicts and we need to find ways to resolve these. There can be lots of reasons why conflicts happen, but we are going to watch a couple of short animations to help us think about some of the basic reasons.

Watch the short animation 'The Bridge' together:

https://www.youtube.com/watch?v=X_AfRk9F9w

Ask the children:

Were the moose and the bear showing Ubuntu at the beginning? Why not?

Did the rabbit and the racoon show Ubuntu at the end? What helped them to do this?

Watch the short animation 'Snack Attack' together:

https://www.youtube.com/watch?v=38y_1EWIE9I&list=PLlbkyhAZrBl-XJQudaCfoMsGy_Jjau6HE

Ask the children: Who showed Ubuntu in the film and who didn't?

Main task

'Diamond 9' exercise – in pairs or groups sort keys for resolving conflicts into 'diamond 9' order of importance. Share and discuss ideas.

If time allows, children could go on to design an 'Ubuntu, Keys to Resolving Conflict' poster for the reflection area of the classroom.

Plenary

Either share some of the children's posters and discuss or discuss what a whole-class 'Ubuntu, Keys to Resolving Conflict' poster would say. Some children may then like to be commissioned to make the poster or it could be set as a homework activity.

Lesson 3 – Ubuntu: *I am a person because we are.*

Learning that we flourish when we take our place in community.

Resources – 'Ways I Can Volunteer' sheets
'Ubuntu through Volunteering' PowerPoint

Introduction

Recap what has been discussed in the previous lessons. Remind children that we cannot share Ubuntu unless we are part of a community and that being part of a community means contributing toward the flourishing of the whole community. There is a well-known story that is often told to children in Africa to illustrate this idea - several different versions of it are available on YouTube:

<https://www.youtube.com/watch?v=42BsTIUzYqA>

<https://www.youtube.com/watch?v=GjVwsgL2i98>

You could watch one of these with the children or just tell it yourself having watched it. Once you have established this idea, watch the short animated film, 'Mr Indifferent':

<https://www.youtube.com/watch?v=qLGNj-xrgvY&t=11s>

Discuss with the children:

Was Mr indifferent flourishing during the first part of the film? Why not?

What do you think Mr Indifferent learned about Ubuntu?

How did he go on to help others (particularly at the very end)?

Main Task

Discuss the way in which Mr Indifferent began to flourish when he contributed toward supporting others in his local community.

Remind the children about how Mr Indifferent signed up with a volunteering agency (show that part of the film again if appropriate).

Use the 'Ubuntu through Volunteering' PowerPoint to discuss volunteering with the children if appropriate.

Ask the children to complete the 'Ways I can Volunteer' sheet, working in pairs to discuss their ideas. They could use one colour for things that they already do and a different colour for things they could do.

Bring children back together to share thoughts. Ask the children to resolve on one thing from their sheet that they will try to do.

Plenary

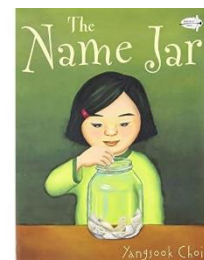
Discuss any ways in which the school supports the local community and ask the children whether they have any ideas for something that they could do as a class. Children might be asked to research this further or you might develop plans for putting this into action. There are further links to volunteering on page 12.

Lesson 4 – Ubuntu: *I am a person because we are all connected.* *Learning that we flourish through celebrating differences.*

Introduction

Read the story 'The Name Jar' by Yangsook Choi with the children. There is a good YouTube version of the story linked below but it would be good to have a copy of this book for the reflection area for your classroom.

<https://www.youtube.com/watch?v=bGCuOEoEXSc>



Discuss with the children:

Did the children show Ubuntu to Unhei at first?

When the children were putting names in the jar, they probably thought they were being kind but were they really showing Ubuntu? Why not? (Bring out the idea of welcoming people for how they are. We don't show Ubuntu by making people be like us but by celebrating our differences.)

How did Joey truly show Ubuntu at the end of the story.

Talk with the children about how Ubuntu doesn't mean that we are only connected to people exactly like us but that it teaches us to value diversity.

Main task

As appropriate and with sensitivity, draw out any cultural differences within the class or wider school.

What are some of the ways in which people might differ from us (language, traditions, religious faith, names, food, skin colour, traditional clothes, special holidays).

Schools may already have done a lot of work on exploring different cultures but if not, a possible activity would be to produce a 'cultural diversity fact file', where pairs of children

each research a different country. There are a wealth of templates and resources for this on Twinkl: <https://www.twinkl.co.uk/resource/nz-ss-49-about-my-special-country-activity>

Discuss with children how we would show Ubuntu to someone who joined our class from a different country or cultural background. How could they help us to flourish?

If appropriate, children who have joined the school or the class from a different country or cultural background may wish to share their experiences.

Children may like to create an Ubuntu welcome poster for newcomers to the school community.

Plenary

Discuss how the concept of Ubuntu might fit with our Christian values and ask whether the children can suggest any stories from the Christian tradition which illustrate Ubuntu (e.g. The Good Samaritan, Jesus healing strangers).



End the sequence of lessons by discussing with the children what we have learned about Ubuntu. Remind them of the four aspects of Ubuntu that we have explored:

- *I am a person because you are a person: learning that we flourish when we have mutual care for one another.*
- *I am a person because you are you and I am me: learning that we flourish through reconciliation and mutual understanding.*
- *I am a person because we are: learning that we flourish when we take our place in community.*
- *I am a person because we are all connected: learning that we flourish through celebrating differences.*

Ubuntu Through Volunteering

A fundamental principle of the Church of England Vision for Education – Deeply Christian, Serving the Common Good – is that we are only persons with each other: our humanity is ‘co-humanity’. Therefore, we flourish to our fullest through engagement in the various communities of which we are a part. This is a key part of what it means to take on board an attitude of Ubuntu.

It is incumbent on each of us to reflect on how we can use our time and talents to:

- Support out local community
- Make a difference to our local environment
- Help others who are less fortunate
- Acquire new skills through working as part of a team

Between 2018 and 2019, 19.4 million people in the UK volunteered through a group at least once a year. As adults, it is important to remember that we need to model an attitude of volunteering through asking ourselves, ‘Where is there need and what can I offer?’

Among the many possible activities might be:

- Helping the work of a local food bank
- Hearing readers in schools
- Sports or music coaching
- Taking part in organised environmental improvement projects (litter picking, volunteer gardening, etc)
- Working in a charity shop
- Giving talks or guided tours
- Become a school governor
- Answering phones to listen to people in need
- Caring for the elderly

There are a range of organisations which can help you to find suitable volunteering opportunities. Simply type ‘community volunteering’ into any search engine and you will find a selection of local and national bodies which are eager to channel you to the right place.



GET
Volunteering

VOLUNTEERING MATTERS

ROYAL
VOLUNTARY
SERVICE

Ubuntu Collective Worship

Ubuntu Collective Worship 1 – Teacher Guidance

This worship develops the concept of Ubuntu through the story of Ruth and Naomi. The accompanying Powerpoint is on the website here:

<https://www.winchester.anglican.org/?s=%22Everyday+Ubuntu%22>

<https://www.portsmouth.anglican.org/education/resources/projects/ubuntu/>

Gathering

Slide 1

Worship begins with music as the children are entering. There are a number of worship songs based around the story of Ruth and Naomi to choose from:

https://www.youtube.com/watch?v=RTkPimYy1oA&list=RDGMEMMib4QpREwENw3_jAc0YgNw&index=2

<https://www.youtube.com/watch?v=Pq3OTCHoKwE>

<https://www.youtube.com/watch?v=AdS8UYBDHsk&t=31s>

The first one of the songs is embedded in Slide 1 but you might like to have a look at all three to decide which one you think the children might like best.

Begin the worship by lighting a candle and following the school's usual gathering routine.

Explain that the song we have been listening to is based on a story that you are going to tell the children shortly.

Engaging

Slide 2

Explain to the children that in today's worship we are going to explore an idea called Ubuntu. The word 'Ubuntu' comes from African traditional cultures. The core idea of Ubuntu is that there is a bond that connects people together and we can only flourish (grow to be the best person that we can) when we commit ourselves to helping others to flourish.

Slide 3

A very famous African bishop called Desmond Tutu said this about Ubuntu. Archbishop Tutu believed that we can show Ubuntu in all kinds of ways in our everyday lives and we'll think more about that after we've heard our story.

Slide 4

The story that we are going to hear is about two women from the Bible called Ruth and Naomi. Ruth's story comes in the Old Testament of the Bible. Although she wasn't a very great or important person, her story has a whole book of the Bible to itself because it tells us something very important about what matters most to God.

You could either simply tell the story using **Slides 5-13** or you may wish to watch an animated version of the story first (there are a range to choose from on YouTube, such as this one: <https://www.youtube.com/watch?v=8tQzUo1BrUk>) and then use the slides to recap the ideas as below.

Slide 6

How did Naomi show Ubuntu here? *(She was putting Ruth and Orpah's feelings before her own – she didn't want them to feel that they had to stay with her.)*

Slide 7 and 8

How did Ruth show Ubuntu here? *(She felt that she had made a commitment to Naomi and she would only flourish if she continued to support her.)*

Slide 12

How did Boaz show Ubuntu to Ruth? *(He helped Ruth to fend for herself and Naomi while keeping her independence.)*

Slide 14

Christians and Jews believe that the story of Ruth tells us that God wants to show Ubuntu toward one another because this reflects God's nature. When God meets Moses on Mount Sinai to give him the Ten Commandments, God says this (see slide, Exodus 34:6-7).

Responding

Slide 15

Use the images to promote a discussion of how we can show Ubuntu toward each other.

Sending

Slide 16

Ask the children to take a moment to reflect on the question of how they can show Ubuntu in their own lives. Ask them to decide on one thing that they could do in the week ahead to spread Ubuntu in the world.

Slide 17

Use the prayer on the slide (or an alternative of your choice).

Play the piece of music from the beginning of worship again as children leave.

Ubuntu Collective Worship 2 – Teacher Guidance

This worship develops the concept of Ubuntu through the story of Nelson Mandela and the Christian concept of the body of Christ. The accompanying Powerpoint is on the website here:

<https://www.winchester.anglican.org/?s=%22Everyday+Ubuntu%22>

<https://www.portsmouth.anglican.org/education/resources/projects/ubuntu/>

Gathering

Slide 1

Have the Ubuntu (World Edition) video playing as the children enter (you may want to repeat the video so that the children all get to see some of it):

<https://www.youtube.com/watch?v=Rr8vjwhY-6c>

Begin the worship by lighting a candle and following the school's usual gathering routine.

Engaging

Slide 2

Explain that the video we have been watching was made by choirs from all over the world to sing about Ubuntu. Read through the chorus from the song (on the slide).

Slide 3

Explain that the video and the song were made to celebrate what would have been the 100th birthday of an important person in history called Nelson Mandela (died in 1999).

Nelson Mandela was very committed to the concept of Ubuntu and it guided him through some very challenging times in his life (read the quote on the slide with the children).

Slide 4

Nelson Mandela was born in South Africa in 1918. At that time, the government in South Africa ran a system called 'apartheid'.

Apartheid is when black people have to live apart from white people. Most black people had no jobs, were very poor and could not vote because of this.

Nelson grew up in a village and went away to study law when he was a young man.

He wanted to help free black people from apartheid. In 1962, he was arrested for taking part in protests against apartheid.

Slide 5

Nelson spent 27 years living in a tiny prison cell. The only time that he was allowed out was when the prisoners would be lined up in the prison yard and made to sit in the hot sun smashing up rocks into small pieces as a punishment.

Slide 6

Eventually, Nelson Mandela was released in 1990 after the laws in South Africa had changed. He became president of South Africa in 1994 – and black people could vote for the first time. The white people thought he might be very angry and encourage violence in revenge for the way he had been treated, but instead he told everyone that they needed to work together to make their country strong.

Slide 7

This is a famous quote from Nelson Mandela. What do you think it means? How would he still be in prison? How does this relate to Ubuntu. What does Nelson Mandela's life tell us about Ubuntu?

Slide 8

Christians have an idea called **The Body of Christ**. We are all members of a body and the body can't function properly unless every member takes part and is valued. You will find this in 1 Corinthians 12:12-26. How is this similar to Ubuntu?

Responding

Slide 9

Reflect on the idea that we each have a place alongside one another. Talk about how this goes wrong when we think that other people don't matter – like we've just heard about in the story of South Africa.

Can the children think of examples in the life of the school where we need to remind ourselves that everyone matters? How can we show Ubuntu in these situations?

Sending

Slide 10

Ask the children to be thinking carefully in the week ahead about when they can show Ubuntu by including someone in a game or an activity. Tell the children that in your next collective worship you will be asking them to share good examples of when they have had Ubuntu shown to them in this way.

Slide 11

Use the prayer on the slide (or an alternative of your choice).

Play the piece of music from the beginning of worship again as children leave.



Ubuntu Collective Worship 3 – Teacher Guidance

This worship develops the concept of Ubuntu through the story of Balaam’s Donkey and the Christian concept of faithfulness. The accompanying Powerpoint is on the website here:

<https://www.winchester.anglican.org/?s=%22Everyday+Ubuntu%22>
<https://www.portsmouth.anglican.org/education/resources/projects/ubuntu/>

Bible Stories – Animals God Uses

*These stories illustrate how God has used animals to help characters in the Bible find the right path or sustain themselves in times of challenge. These stories can help us to reflect on how we need to rely on God as well as each other to become the people he has created us to be. This in turn will help towards understanding **Ubuntu** as these stories consider how, alongside the people in our communities, a relationship with God is important in enabling a positive human experience. If we behave well towards each other as part of a community, with God’s presence with us to act as our foundation, then our lives become happier enabling us all to flourish.*

Balaam’s Donkey Reflection KS2/3

Balaam’s story is found in the Old Testament, in the book of Numbers chapters 22-24, but Peter and Jude mention him by name in the New Testament; he has God’s ear, and he clearly hears God’s voice. Use the PowerPoint presentation, ‘Balaam’s Donkey’, to work through the story.

Slide 1

[Click] The Israelites were there, camped out in the plain of Moab near the end of their 40 years of wandering in the desert.

Balak was the king of Moab and saw what happened to the other nations (defeated) in the neighbourhood that stood against the Israelites. The king was scared, so he hired a well-known prophet called Balaam. Balak wanted him to issue a curse against Israel so that the Moabites could defeat them and get them out of their back yard.

[Click] Balaam took the time to ask God what to do, and he listened when God instructed him not to go with Balak’s men. The king sent his men back a second time with more money to persuade Balaam to curse Israel, but again he refused. Looks like obedience, right? But look at what Balaam does next, he says, ‘*But stay here one more night, and I will see if the LORD has anything else to say to me.*’ In other words, he wants time to go back to God to persuade him to change his mind. He is seeking for a compromise perhaps to satisfy his **greed** for the money that has been offered to him.

However, God suggests that if he wants to go then he should go.

[Click] Balaam starts his journey to visit the Israelites. The donkey makes Balaam mad because it disobeys his lead and wanders off the road. That is because God allowed the animal to see the “angel of the LORD standing in the way”.

[Click] Even a donkey has the discernment to not stand against an angel with a sword in hand! Apparently, the donkey has more spiritual discernment than the prophet as it can see the angel, but Balaam cannot. Perhaps that was because Balaam's focus was on that monetary reward rather than on god's will for the situation. His response to this was to beat the poor donkey.

Incredibly, the **donkey then speaks to Balaam** and says, *'Am I not your own donkey, which you have always ridden, to this day? Have I been in the habit of doing this to you?' (In other words, 'Why would I disobey you for no reason? I have never done this before; don't you trust me?')*

The angel then told Balaam his action (going to Moab) was wicked before God and he would have been slain if it were not for his donkey.

Slide 2

Balaam repented (said sorry to God) and wanted to turn back, but the angel told him to proceed to Moab but only say what God would reveal to him. So, Balaam went on to Moab.

King Balak met Balaam at Moab and asked him to curse the Israelites. He did this three times, but each time Balaam declared that he cannot curse those people that God blesses. He also declares that the Israelites will conquer Moab. Balak departs, angry about this prophecy and that Balaam has not carried out his request to curse the Israelites.

Slide 3

Reflection

- **Follow God's path and do not compromise** – Our heart and walk with God are only right when we truly desire what is right and when we set our hearts on what God desires. This story demonstrates that we should never compromise truth and faith for the sake of material gain and greed.
- **God is faithful and can be trusted** – This story reveals God's faithfulness to his people, the Israelites, even when they do not listen to Him (which is why they had been in the wandering in the wilderness for so long). God blesses His people even when they least deserve it.
- **God can use anyone or anything for good** – God is immeasurably creative, even giving a donkey the ability to speak to someone such that they get the message!

More like the gentle donkey, and less like Balaam, let us seek God's voice and follow it. When others tempt you to curse or harm others, even if great reward is offered, consider what Jesus teaches us. Run your thoughts through his teachings, and make your choices based on the voice that is trustworthy.

Prayer

This slide includes a suggested prayer for pupils to be invited to join in with if they wish.

Ubuntu Collective Worship 4 – Teacher Guidance

This worship develops the concept of Ubuntu through the story of Elijah and the Ravens and the Christian concept of trust in God. The accompanying Powerpoint is on the website here:

<https://www.winchester.anglican.org/?s=%22Everyday+Ubuntu%22>
<https://www.portsmouth.anglican.org/education/resources/projects/ubuntu/>

Bible Stories – Animals God Uses

*These stories illustrate how God has used animals to help characters in the Bible find the right path or sustain themselves in times of challenge. These stories can help us to reflect on how we need to rely on God as well as each other to become the people he has created us to be. This in turn will help towards understanding **Ubuntu** as these stories consider how, alongside the people in our communities, a relationship with God is important in enabling a positive human experience. If we behave well towards each other as part of a community, with God’s presence with us to act as our foundation, then our lives become happier enabling us all to flourish.*

Elijah and the Ravens KS2/3

The story of Elijah and the Ravens can be found in Old Testament in the book of 1 Kings. Use the PowerPoint presentation, ‘Elijah and the Ravens’ to work through the story.

Slide 1

[Click] About 900 years before the birth of Christ, there was a very wicked king in Israel by the name of Ahab. Because of the evil things that Ahab was doing, Elijah told him that there would be no dew or rain for several years until he gave the word. Because of what Elijah told him, Ahab hated him and wanted to harm him.

[Click] Elijah told King Ahab that there wouldn’t be any dew or rain, unless Elijah asked God to send rain. God told Elijah to go hide by the brook called Cherith. Elijah would be able to drink from the brook there and God will have the ravens feed Elijah there. So, Elijah did what God said and ravens brought him bread and meat in the morning and the evening. Elijah drank water from the brook.

Slide 2

[Click] After a while, the water in the brook dried up from the drought, so God told Elijah to go see a widow and she would feed him. When Elijah reached the city gates, Elijah saw the widow just as God had told him. She was picking up sticks and Elijah asked her to bring him a little water in a cup. As she turned to go get him the water, he also asked for a piece of bread. But she told him that she only had a handful of flour and a little oil in a jar left. She was gathering sticks to make the last loaf of bread, and then her and her son would die because that was all the food she had left.

[Click] Elijah told her not to worry. He said, “Make me a small cake first and bring it to me, then you can go back and make more for you and your son.” The Lord says that your bin of flour and your jar of oil will not be used up until it rains again. And that is what happened! The widow and her son had enough to eat!

[Click] After a time, the widow's son became so sick that he died. The widow asked Elijah "What have I done, Prophet, that my son would die?" Elijah replied to the widow "Give me your son." Elijah took him from the widow's arms and carried the widow's son to the upper room where he was staying, and Elijah laid her son in the bed where he slept.

Elijah cried out to God asking Him why the son died while he was staying with them. He stretched himself on top of the son 3 times begging God to save his life.

[Click] God heard Elijah and the son breathed again. Elijah and the widow's son went back downstairs and told her that "Your son is alive!" The widow told Elijah that because of her son living again, she knew he was a man of God and that Elijah speaks the truth about God.

Slide 3

Use this slide to help pupils reflect what the story helps us to think about together with a suggested prayer to invite pupils to join in with if they wish.

Reflection

Isn't it wonderful how God took care of Elijah and the widow's son? Well, it is even true that God cares for his people today. Jesus himself said, "If God cares so wonderfully for wildflowers that are here today and thrown into the fire tomorrow, he will certainly care for you. So, don't worry about these things, saying, 'What will we eat? What will we drink? What will we wear?'" (Matthew 6:29-31)

Do you worry a lot about things? Ask God for his peace and help to trust in Him.

Elijah demonstrates great courage to follow God – denying the wants of King Ahab could have ended very badly but Elijah trusted in God. The widow placed great trust in Elijah.

Ask pupils to think about times when they have trusted God or others. Think about their own trustworthiness. Is this a strong characteristic or something they need to work on?

Prayer

This slide includes a suggested prayer for pupils to be invited to join in with if they wish.

Ubuntu Collective Worship 5 – Teacher Guidance

This worship develops the concept of Ubuntu through the story of Noah and the flood and encourages thought about personal qualities and gifts . The accompanying Powerpoint is on the website here:

<https://www.winchester.anglican.org/?s=%22Everyday+Ubuntu%22>

<https://www.portsmouth.anglican.org/education/resources/projects/ubuntu/>

Bible Stories – Animals God Uses

*These stories illustrate how God has used animals to help characters in the Bible find the right path or sustain themselves in times of challenge. These stories can help us to reflect on how we need to rely on God as well as each other to become the people he has created us to be. This in turn will help towards understanding **Ubuntu** as these stories consider how, alongside the people in our communities, a relationship with God is important in enabling a positive human experience. If we behave well towards each other as part of a community,*

with God's presence with us to act as our foundation, then our lives become happier enabling us all to flourish.

Noah's Ark – The Raven and Dove (Upper KS2/KS3)

In this reflection we will simply be exploring the role of the raven and dove in the story of Noah's Ark rather than the whole story. It assumes pupils will have some knowledge of 'The Flood.' The full story can be found in the Old Testament, book of Genesis, Chapter 7. Use the PowerPoint file, 'Noah and the Birds' to work through this part of the story.

Slide 1

Ask pupils to share their knowledge and understanding of the story of Noah's Ark. Explain that we are picking up the story after the earth had been flooded; Noah, his family and all the animals are in the ark and on the water.

Slide 2

[Click] Following the Genesis flood, land was becoming visible and the ark came to rest on Mount Ararat, *[Click]* Noah released a raven and dove from the ark at different times. The goal in sending these birds was to determine if the flood waters had abated enough for Noah and his family to exit the ark.

To check this out, Noah first release a raven. It kept flying to and from the Ark until land appeared. Noah then releases a dove three times, waiting 7 days between each release:

- The dove finds nowhere to perch and returns to the ark
- The dove returns with a freshly plucked olive leaf
- The dove does not return

Slide 3

It is interesting to consider the following about ravens and doves to understand why Noah chose them:

Ravens

- Ravens are scavengers and would have had a lot to eat after the flood
- Ravens are more prone to survival and would have been able to survive quite harsh conditions
- They tend to travel over a wide area
- They can fly for long periods without rest
- Ravens feed on a wide range of foods, including dead meat (carrion)

Doves

- Doves feed on seeds and small insects which would have been around more plentifully after the flood
- Doves demonstrate a considerable amount of trust of humans
- It is said that doves rest only on dry ground
- They prefer flying in low valleys

This is why the dove always came back to Noah to make him aware of his surroundings before the dove felt comfortable to leave for good.

The raven, however, did not come back when conditions were not favourable indicating that the time could be near but not quite there yet. Ravens will land on anything, even things that are dead; they will also stash food away selfishly for themselves. They can survive harsh conditions.

A dove, on the other hand, is very different. Doves require dry land and need seeds and insects; they will regurgitate their food and share with other doves.

Therefore, when the raven does not return, Noah cannot be confident that the flood has receded enough for them to leave the ark. Later, because of the nature of a dove's behaviour, he can be confident that when the dove does not return, habitable land must be there, and it is time to leave the ark.

Reflection

Both birds help Noah to understand what the situation is and whether the time is right to leave the Ark. Both have different qualities that were needed. That is the same for us – to be a successful, flourishing school community we need all sorts of people with all sorts of qualities. God has blessed us in many different ways.

- What are your positive qualities? (link to the fruits of the spirit to help with ideas if needed – Galatians 5:22)
- How do you demonstrate good *Ubuntu* and therefore contribute to a flourishing school community?
- Do you pay attention to your school's Christian values? What difference do they make?

Further development:

Both of these birds appear in other stories in the bible. See what you can find out about such stories and the symbolism associated with both ravens and doves.

Prayer

This slide includes a suggested prayer for pupils to be invited to join in with if they wish.



Feeling connected through music and dance

The shared experience of drumming in a group facilitates feelings of belonging, acceptance, safety, and care – qualities at the heart of the Ubuntu message.

Drum Circles provide an opportunity for adults and children to feel connected with others and gain a sense of interpersonal support. There are great benefits to feeling connected to others, especially those in similar situations. A drum circle can also provide children with an opportunity to connect with their own spirit at a deeper level. Founded in 1996 by drummer Terl Bryant, the Psalm Drummers' vision is to stir up prayer, praise and worship and lead people to Christ through drumming. Follow the link below to watch the Psalm Drummers praising God.

<https://youtu.be/0cXtx7q1C-s>

The group calls on drummers everywhere to drum out beats that carry the inspiration of God's Holy Spirit. Psalm Drummers encourage a life lived in time with the heartbeat of God and in the worship of Jesus Christ. Psalm drummer, Reverend Mike Griffiths from Winchester, has worked with diocesan headteachers before, promoting good mental health through drumming. Working with All Saints' Church of England Primary School in Winchester, where he is a regular visitor, Mike is recording simple drumming lessons exploring the concept of Ubuntu, linked to the Bible story of Martha. The short films, which include body percussion and do not require all schools to have drums, will be sent to schools during the Autumn Term. Tight budgets may make buying a set of drums impossible. If schools buy drumsticks, children can use the backs of chairs or tables to beat out the rhythm effectively. Schools interested in purchasing drums may like to use the link below:



<https://www.inspire-works.co.uk/remo-sound-shapes/>
info@inspire-works.co.uk t: +44 (0)7798 603180

Mike has also taught South African dance to children at All Saints. Tribal movements were modernized when men from rural villages went to work in the mines around Johannesburg and created the Gumboots dance, a unique dance where wellington boots, known as gumboots in South Africa, are incorporated into the dance. Mike has also created a film about this for our schools (this will be sent to schools). Be sure to wear your rain boots or work boots!

The concept of Ubuntu is part of the pedagogical teaching of dance to encourage inclusion in emergent communities in Uganda. Children at Bransgore Church of England Primary School have also created a film for our schools to learn an Ubuntu inspired dance routine.

Schools are also reminded of the diocesan Values resources on 'Community' available on our website here:

<https://www.winchester.anglican.org/?s=%22Community+Reflection%22>

<https://www.portsmouth.anglican.org/education/resources/guidedreflections/>

Ideas for Building Community

Circle Time/Group Games

*These circle time games help pupils to develop their communication, cooperation and consideration of each other, therefore building a more cohesive community. This will help towards demonstrating **Ubuntu** as this describes a positive human experience of the impact of our interactions with each other. If we work well as a team, a community, then our lives become happier, enabling us all to flourish.*

Animal Names

One child starts by saying their name followed by the name of an animal that starts with the same letter as their name, for example, 'Fred the fox'. The next child then has to say the previous one together with a new one for their name, for example, 'Fred the fox, Sunita the sealion'. Pupils then have to repeat each name and animal in the correct order around the circle.

If a pupil gets stuck, then others can give clues or impressions to help them remember the animal. The child who is stuck has to request help from someone who has silently raised their hand, waiting with an idea ready.

You can of course do this with any category, not just animals.

Skills developed: listening, working together, concentration

Resources needed: none

Rolling the Ball

This game must be played silently and to be successful requires everyone to remember what to do in order to help their classmates. Everyone should be sitting in a circle with one pupil given a tennis ball or similar. The idea of the game is to roll the ball to someone who has not yet received it, making sure that by the end, everyone has rolled and received the ball just once. The ball will therefore start and finish with the same person. The rules are simple:

- No talking
- Roll the ball along the ground
- Once you have rolled the ball, cross your arms

By following these rules, no-one should roll to someone with their arms crossed *apart* from the last person who you need to remember was the one who started. If you have played this successfully a few times, then the challenge could be seeing how quickly the class can complete the challenge with no mistakes.

Skills developed: working together, concentration, following instructions

Resources needed: a tennis ball (or similar)

What's my Rule?

In this game, the teacher needs to come up with a rule that defines what is an acceptable answer but tells everyone what the category is before the challenge starts. Pupils give one answer per turn and the teacher replies either 'yes', 'no' or 'could be'. Success is if before 5 rounds have completed, everyone can give a correct answer.

For example, the rule could be to do with food and be something like, 'Anything yellow'. Answers are invited around the circle saying 'yes' or 'no' or 'could be' to each one. Pupils have to listen carefully to what is being accepted and try and spot patterns to identify the rule.

Once everyone has got the hang of it, pupils could be invited to be the rule-maker and create their own rules.

Skills developed: communication, working together, concentration, following instructions

Resources needed: none

Whose Voice?

This is a simple but fun activity. Pupils stand in a circle. One blindfolded pupil stands in the middle. A pupil from the outer circle makes an animal noise and the blindfolded pupil must guess who made the noise. You can vary the type of noise someone has to make and the kind of things they have to say – it could be a phrase or quote for example.

Skills developed: listening, creativity, improvisation, decision-making

Resources needed: a blindfold

Through the Hoop

This combines physical activity with good communication. Have the children stand in a big circle:

- The teacher chooses a place to start by inserting the hula hoop between two pupils in a circle and choosing one to go first.
- Starting with that first pupil, can everyone climb through the hoop?
- Repeat the task with everyone holding hands.
- Then repeat the task again, but pupils are not allowed to use their hands.
- For the ultimate challenge, see if they can complete the task with only one person touching the hoop.



You can also add more hoops or divide the class into smaller groups and have them race each other to get the hoop around the circle first.

Skills developed: problem-solving, cooperation, communication, working together, leadership, self-confidence, decision-making, creativity, spatial awareness

Resources needed: hula hoops

Telephone Line

This game is a classic for a reason—hilarity is sure to occur! The rules are simple; have pupils stand in a circle and choose someone to start the telephone train (or start it off yourself). The first person whispers a sentence in the ear of the person next to them, who then passes the message to the next person. This continues until you make it back to the original sentence-giver, who then tells the class both the original sentence and the new version (which is hopefully quite different!).

Skills developed: communication, working together, listening, decision-making

Resources needed: none

Pass the Jingling Ball

Pupils have to pass a jingling ball around the circle in such a way that it does not make a sound. You can then make up rules to create more of a challenge, for example, the ball must pass over the head or between the legs.

Skills developed: problem-solving, cooperation, communication, working together, leadership, self-confidence, decision-making

Resources needed: A ball with something jingly or rattly inside

Tangled Circle

Have all the pupils stand in a circle. Everyone puts their hands in the middle and takes hold of two different people's hands. Can the group work together to untangle themselves without letting go?

Skills developed: problem-solving, cooperation, communication, leadership, self-confidence, decision-making

Resources needed: None

Conductor

All pupils need to sit in a circle; a volunteer is then asked to leave the room. Whilst the volunteer is out of the room, a conductor needs to be chosen. That pupil will be responsible for setting the action and rhythm, eg clapping twice then hands in the air. The outside volunteer is then invited to return. The group start with an agreed action whilst the volunteer stands in the middle. The conductor then changes the action/rhythm and everyone else has to follow. The job of the volunteer in the middle is to work out as quickly as possible who the conductor is. Pupils must be careful not to look at the conductor all the time to give it away!

Skills developed: cooperation, communication, observation, concentration, leadership, self-confidence, decision-making

Resources needed: None

Choosing Partners

This is sometimes something that can cause stress in the classroom, although common practice now includes: establishing response partners during lesson input sessions on the carpet or face partners and shoulder partners when sitting at tables etc.

If, from an early age, pupils get used to working with different partners it becomes less of an issue and an expectation that each pupil will have to work with many different classmates during the year. This, in turn, helps to develop more cohesive class and year group communities.

NB: if there is an odd number, you can insert one too many pairs and the person left without a matching partner can choose a pair to form a three.

Creating Pairs - pictures

Have sets of pictures prepared in duplicate and create a class set of cards to shuffle and hand out. Pupils then must find out who has the same card and therefore who their partner is going to be.

Development: You can make this more challenging by pupils placing the card in a headband so they cannot see it but everyone else can. They then need to rely on others to help find their partner OR you can create rules about yes/no questions they can ask to work out what their image is. It depends how long you want the pairing exercise to take! However, some good learning about questioning and communication can take place with this method.

Skills developed: problem-solving, cooperation, communication, using initiative

Resources needed: Duplicate picture cards

Creating Pairs – pack of cards

Sort out the correct number of cards needed for the group, you are making sure that pairs of red numbers (diamonds and hearts) and black (clubs and spades) numbers can match. Shuffle and deal them out – pupils then need to find their partner according to number and colour, eg 7 of clubs and 7 of spades match.

If you need a pair to start first in the next activity or need to identify a pair for some other reason, you can include a pair of jokers. That pair have then been identified as the starting/special pair.

Skills developed: cooperation, communication

Resources needed: A pack of playing cards

Team Challenges

Some of these activities work well for whole staff meetings too!

The Spider's Web

NB This activity ideally needs to take place in a large, clear space such as a hall or playground.

Give everyone a question card to answer (they can request a different one if not comfortable answering the one given – everyone should feel happy to participate) and ask

them to spread out to stand in their own space – at least arm’s length from each other. Take the ball of wool/string and give it to the starting person. They read out the question on their card and their answer to it. The ball then needs to be passed or thrown to someone else but not someone next to them. This process is then repeated until everyone has answered their question and a web of wool has been created, making sure that the connection between each person remains tight. The following reflections can then take place:

- Based on answers to the questions, reflect on whether all would answer in the same way? All are different, some have common ideas and opinions, others not. Everyone brings something unique to the team.
- Everyone plays an important role on the staff team (or in the class). If someone stops playing their part, the web starts to break and become weaker. This helps to illustrate **everyone** should be values and encouraged for the team to be effective.

Skills developed: Cooperation, communication

Resources needed: a large ball of wool or string. Cards with questions for participants to answer (see website <https://www.winchester.anglican.org/?s=%22Everyday+Ubuntu%22> or <https://www.portsmouth.anglican.org/education/resources/projects/ubuntu/>)

Get to Know You

NB This activity ideally needs to take place in a large, clear space such as a hall or playground.

Have the group form two concentric circles, with those comprising the inner circle facing outward and those comprising the outer circle facing inward so that pairs of people are face to face. Each pair has a set amount of time — usually a few minutes — during which the inside circle must ask as many questions from the list as possible with the outside circle answering, then swap. Once the time limit is up, the listening partner must share with the rest of the group what they have learned about their colleague/classmate.

Alternative idea: the inner circle rotates clockwise and the outer, counter clockwise (or vice versa) so that everyone has a new partner for another round of questions. Answers are not necessarily shared with the group, but this can be added in at the end to share some highlights if appropriate.

Skills developed: Communication

Resources needed: Cards with questions for participants to answer (as above for resource)

The Great Egg Drop

There are lots of different ways in which this challenge can be organised. The following are two different suggestions for the task preparation:

- i. Each group is given an identical set of resources so everyone starts on an equal footing.
- ii. If you want to make a day of it, in the morning groups undertake competitive tasks (a mixture of cognitive and physical) to earn points. In the afternoon, points can be used to exchange for resources, each of which has been given a points value, and then construct their carrier.

Groups are given a time-limit in which to build their egg carrier (1.5 hours as a suggestion). Following which, the carriers are elevated to the same height (eg: from PE wall bars or a step ladder) and dropped. The egg is then examined for damage. The least damaged (or undamaged egg) wins the challenge. Prizes/rewards can then be made and certificates issued!

Skills developed: communication, working together, listening, decision-making, leadership, creativity, improvisation, problem-solving

Resources needed: Hard boiled eggs or raw if feeling more ambitious! Various junk/recycled/reused materials to create egg carriers, PE apparatus or step ladder (as long as relevant health and safety conditions for safe use are met) from which eggs can be dropped.

Art lessons exploring different concepts within Ubuntu

By making and sharing art and engaging with arts experiences, children create and sustain connections across race, culture, religion, and experience. Through shared art experiences our humanity becomes bound up in the humanity of those around us, reflecting the concepts of Ubuntu and the Christian concept of society being one body. Christians may argue that this concept is at the core of Jesus' teaching, but it is also a concept that can be seen in many faiths and accepted by people of no faith.

In the following art lessons children will examine art that ties our humanity to the humanity of others and what it means to make art that creates bridges, deepens connections, and changes our world for the better.

Each lesson plan is based on a Christian value and is broken into three stages: discuss/prepare, create, and reflect, with example artworks to help guide and frame each project. Lessons should begin with children discussing the example artworks/ artists and exploring their own responses.

Lesson 1: Service - How can I help?

Children will explore how service is more than simply providing monetary support. They will be challenged to think of ways to give of their time and talents to improve the lives of those around them as they work with peers in "Art Think Tanks" focused on solving community problems. The students will then perform the service activities planned.

Lesson 2: Freedom - The Road to Freedom

Children will explore how freedom has been represented through symbols, and create symbols of their own to express a growing understanding of their own freedoms. Using example artworks, students will examine how others have portrayed the steps taken to secure freedom, then create an accordion book reflecting their depiction of the road to freedom.

Lesson 3 – Justice: Just Be Just

Children will consider the importance of balancing our “wealth with our wisdom, our power with our purpose” to create a just world. Students will select symbols that represent this balance in their lives and identify ways they make their world more just.

Lesson 4 – Courage: I Am Who I Say I Am

Children will tap into the courage it takes to overcome and to change stereotypes. Students will create movable and wearable “head boxes” that show the various sides of who they are. They will perform while wearing them, showing ways they are courageous in challenging and overcoming stereotypes.

Lesson 5 - Community All Around Us

Sometimes we see our community at its best in times of adversity, challenge, and hardship. People show their sense of community every single day in acts both big and small. Through these acts we often see community at its best. This lesson empowers children to think of everyday moments of community as something noteworthy and special. Students will take portraits and exhibit them in a “Community Gallery.”

Lesson 1: Service - How can I help?

You will need:

Recycled materials: cardboard tubing, plastic bottles, cardboard, material, buttons, ribbon, foil, glue, scissors

In this lesson, children investigate possible solutions for concerns or needs in their community. They will design and create a machine to serve their community by addressing a need. The machine sculptures will be made from ready-made/recycled objects.

Discuss the worldwide issue of homelessness with the children. Ask if they have ever seen a homeless person on the street. Discuss the problems of not having a roof over your head. You may like to look at the festival of Sukkot in Judaism.

Focus on the value of service, how Jesus spoke about people being on Earth to serve others. Explain that by addressing the needs of people around us, we are displaying the value of service. Talk about the need for people to sometimes be creative to help those in need – for example that the answer to homelessness is not just to build lots of new houses would take too much time and money.



Begin by looking at example artworks and artists. Tell the children that they are about to see two different art forms – sculpture and film. Tell the children that when they look at what the artists created, they should think about the following question:

In what way are these artists showing the value of service in their work?

Show the children ParaSITE Shelters (2000) by Michael Rakowitz (pictured) who worked with homeless people to create portable shelters customized for the individuals' preferences and needs. Shelters were made to be folded and carried easily and could attach to building heating vents for warmth.

OR

Show a clip of Wall-E that establishes the reason for Wall-E's existence. Point out the vast and lonely landscape. Ask: Where are the people? Why would Wall-E be alone? Who created Wall-E and why? Begin to generate ideas of problems we need to solve. Wall-E, short for "Waste Allocation Load Lifter-Earth class", is a robot designed to clean up the mess left on planet Earth after humans have destroyed the planet.

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwinkOCf7PP5AhXGOcAKHZVFAm0QtwJ6BAGGEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dallq_wG9FNk&usg=AOvVaw1HuCUjWz-95el4V1_B9gsw

Ask the children:

What are some of the challenges that you or others must face each day? How could these challenges be made easier? Consider investigating topics being covered in other topics (e.g. learning about climate change). Make a class list. Be prepared to pepper the list with suggestions to expand ideas. Some children may need sentence starters to communicate their ideas; others may need to be provided with scenarios from which they can select a community problem.

Highlight the research aspect of the inventions that they have just learnt about. Both artists asked questions and honoured the voices of community members in their artistic process. In advocacy communities, this approach is embodied by the slogan: "Nothing about us without us," which implies that people doing services that affect others (for example, policymakers) should do that service with the people it affects, not for them.

Ask the children to share times when things have been done "for them" but "without them." Has someone ever helped you with your chair when you didn't need it? Or answered a question for you without asking your opinion? Revisit the list created at the beginning. Who do we need to talk to and what do we need to ask in order to find out what is really needed? The pupils should begin by identifying the problem they wish to address and thinking about a machine that could solve it. They should focus on how the machine would work, and what this will tell them about its design. For example, if the machine is designed to plant wild flowers along roads to encourage wildlife, it might need something to rough up the soil to prepare for the seeds, something to sprinkle the seeds onto the dirt and something to water the seeds to help them start to germinate .

1. Select materials from found objects, such as cardboard, toilet paper or paper towel tubes, or water bottles.
2. Cut, tear or bend the selected material to match the pupils' plans.
3. Using glue or a glue gun, assemble the objects.
4. Add embellishments, using glue for details (eyes, feathers, pompoms, etc.)

Ask the children to write artist statements about their work. What does the machine do? How does it work? How does it address the identified need? Children could create an interactive PowerPoint highlighting key features in the work.

Tell the children that they have created an Art Think Tank – a collection of artists coming together to solve a problem using creative strategies. Teach them the word - synergy – the interaction or cooperation of two or more people to produce a combined effect greater than the sum of their separate effects. Reflect on how art can be used to serve their community by synergistically solving a problem with art through an Art Think Tank, comprised of classmates and, maybe later, contacts in the community. Creativity and innovative thinking are essential life skills that can be developed. Critical Inquiry Students will empower and support each other as members of an Art Think Tank, to solve problems facing their community. Students will demonstrate that every person can have a positive impact on someone's life.

Lesson 2: Freedom - The Road to Freedom

You will need

White drawing paper 15cm X 60cm (1 for each child) watercolour paper (preferred) or white drawing paper 15cm X 15cm (2 for each child) . Watercolour pencils, permanent and/or washable markers, watercolours (liquid watercolours preferred), crayons, stamps (commercially produced or handmade). To hand make stamps: Film canisters, foam sheets or foamy sheets with sticker backing, white glue and glue brushes, large crystal salt, scissors.

Vocabulary:

Fluid line – Line that resembles the flow of water

Implied texture – A surface that looks like it would be rough if touched, but in fact is not

Analogous colours – Colours next to each other on the colour wheel that will flow together and be compatible.

Artistic License – Choices made by an artist to complete a work based on structural or design decisions

Display the following statement on the whiteboard: Freedom The power or right to act, speak, or think as one wants without hindrance or restraint

Look at the following works of art and discuss with pupils using the information below.

L'Merchie Frazier, an African-American artist and member of the Women of Color Quilters Network, creates quilts to represent the road to freedom taken by her ancestors who were slaves (you will find lots of images online). From 1820 to 1861, slaves in the American South would attempt to escape to freedom in the North. Along the route, individuals who wanted to support the slaves would hang quilts on their front porches with symbols telling the travellers where they could find safe housing, water and food. Frazier incorporates these symbols, along with primary source historical documents, like the Emancipation Proclamation, to tell this story. Collect samples of primary sources, like the Emancipation Proclamation, to share with the students while viewing Frazier's quilt. Play the game of "telephone" to demonstrate how far away from the "primary source" we get when retelling a story. Ask: Why would Frazier use the primary sources to tell her story?



The Marine Corps War Memorial (1954) by Felix de Weldon is a sculpture based on a photograph taken by Associated Press photographer Joe Rosenthal. It shows a group of American servicemen raising the American flag during the battle of Iwo Jima in the Second World War. The flag is a symbol of freedom, as the men hoist the flag, their effort mirrors the effort it took to secure the freedom the flag represents.

The Road To Freedom Stone Flag (2004) Robin Rhode. In this image, Rhode, a South African artist living in Berlin, shows a man waving a flag made of bricks. The clothing that he wears obscures everything but his hands, making it impossible for viewers to draw conclusions about who he is. The bricks making up the flag are heavy, so the flag is hard to wave, just as the freedom it symbolizes was hard to win.



Talk to the children about how artists often use their personal experiences to make their art. Through looking at artworks, we can investigate and try to understand different people's experiences. Explore how, through the above artwork, freedom has been represented through different symbols – a flag, a face, a group of struggling men.

Consider showing a copy of the photograph by Joe Rosenthal and compare it to the finished sculpture. Point out that the photograph is the **primary source**. What changes were made for the sculpture? Define artistic license. What artistic license was taken? Why would this be? How does de Weldon's use of the primary source differ from Frazier's? Share Rhode's work. How is this similar to the work by Felix de Weldon? What is different? How is the road to freedom different when it is shown as the effort of one person versus an army? Highlight how the flag would be heavy as it is made from bricks and would be very difficult to wave, just as freedom is often difficult to achieve. Discuss how the flag is a symbol of freedom. Share images of other flags and highlight the use of simple imagery to symbolize the nation. Consider using the stars and stripes on the flag of the United States, the sun and sky blue stripes of Uruguay, the temple on the flag of Cambodia and/or the olive branches on the flag of the United Nations—all of which are rich with symbolism.

Pupils should be given time to consider ways they have heard stories of the road to freedom. Perhaps a relative fought in war, or they have family members who came to this country from another country, or they are familiar with an historical account of a leader's road to freedom. Ask students to reflect on how these events have impacted their own freedoms. These Ask the children to think about anything that makes them feel free/restricted. Explain that in the UK we live, for the most part, in a 'free country' where we can talk about our beliefs without concern. You may like to look at the notion of 'secret church'.

Tell the children that they are going to create symbols of their own to express a growing understanding of their own freedoms. These stories will become the basis of their book.

1. Fold the 15cm X 60cm paper neatly in half, forming a rectangle. Then fold the ends up to the middle on the outsides of the initial fold. The finished folded paper should look like an "M" of 15cm squares. These will be the four "pages" of the book.
2. Unfold the paper and lay it flat. Hold a pencil or paint brush loosely and begin to make smooth flowing strokes (fluid lines) on the paper. If using washable markers or watercolour pencils, provide the children with a watercolour brush to add water to their marks and make them flow. Set these aside to dry.
3. Provide the children with two sheets of 20cm X 20cm paper. These papers will become the front and back covers of the finished book.
4. Dampen the paper with water using a clean watercolour brush. Add two analogous colours of watercolour paint. The colours will flow together because the paper is wet. While the paint is wet, sprinkle a bit of large crystal salt on the paper.
5. When the paper is dry, brush off the salt to reveal an implied texture.
6. Take the dried folded sheet and lay it flat with the painted side up. Pupils should record key phrases of their thoughts for experience of freedom with permanent markers or stamps.
7. Encourage students to let the words flow like the fluid lines they painted, perhaps by following the fluid lines exactly, or by turning the paper while writing to keep the written words flowing.

8. Students can use commercially produced stamps or create their own following these steps: A. Design a simple shape that symbolizes a key part of your experience of freedom. B. Draw this onto foam sheets or thick card, then cut out and paste onto the flat top of a film canister, or medication bottle. C. Using washable markers, colour the individual pieces of foam and using the container as a grip, press the foam onto the paper.
9. To assemble the book, place one cover sheet painted side down on the work surface. Using a glue brush and white glue, cover one side of the sheet with a light, even coat of glue – using care to not make it overly wet. Repeat the process for the other cover.
10. Fold the “pages” of the book on the original lines so that it resembles an “M” with the painted side hidden within the folds.
11. Consider videotaping as students read their books or organizing a time to share books with friends and family.

Lesson 3 – Justice: Just Be Just

You will need

Manila paper – 45cm X 60cm (preferred, but the size can be adjusted to be smaller or any shape), tempera paint, paintbrushes, India ink, non-latex gloves, chalk, sponge brushes, drawing boards or flat piece of wood at least as big as the painting for ironing if needed, newspaper, iron, toilet paper tube, golf ball, duct tape (for reflection exercise).

Vocabulary

Tempera resist – An art process using tempera paint and India ink

Scale – The relationship of one object’s size to another

Overlapping – Laying objects on top of one another while still allowing each object to be identifiable, thus achieving a sense of depth. Balance – equal distribution of weight, a state of equilibrium; in art: a composition that has harmony and proportion

Talk to the children about the famous American president John Kennedy. Look at the quote below:

“I look forward to a great future for America – a future in which our country will match its military strength with our moral restraint, its wealth with our wisdom, its power with our purpose.” – President John F. Kennedy, 1963.



Explain to the children that Justice is a guiding principle highlighted in America’s founding documents and the Pledge of Allegiance. President Kennedy sought balance when deciding what is just: recognizing that we must be strong but restrain from using that force, that if we have wealth we must know that money is not what is truly important, and that we have a responsibility to act out against the oppression of others.

Begin with a discussion of the Kennedy quote calling for a balance of “wealth with our wisdom, and our power with our purpose.” Define balance. Ask: what does it look like when we give “equal weight” to both wealth and wisdom? You may like to also explore the Bible verse below:

Philippians 4:11-13 Not that I speak from want, for I have learned to be content in whatever circumstances I am. I know how to get along with humble means, and I also know how to live in prosperity; in any and every circumstance I have learned the secret of being filled and going hungry, both of having abundance and suffering need. I can do all things through Him who strengthens me.

By using humour to highlight the absurdity of unjust situations or by shocking viewers with portraits of injustice, works of art often ask us to reflect on ways we can seek justice in our lives. The following two lessons focus on this ideal. Discuss the picture below with the children.



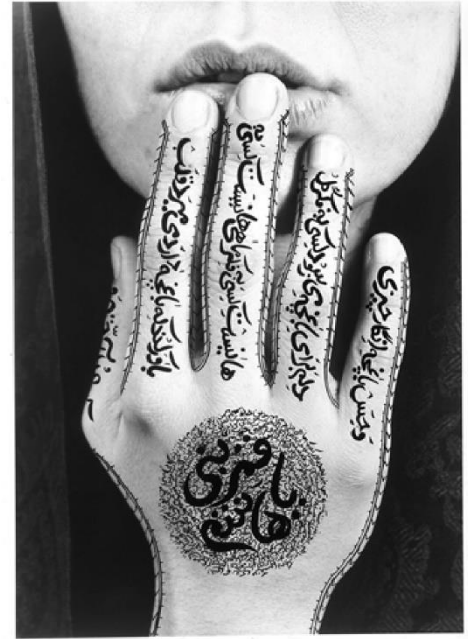
Badge of Honour (1995)
Pepon Osorio. In this powerful mixed media installation, Osorio, a Latino artist, places a father’s jail cell next to a replica of his son’s room. Videos of conversations between the father and son are projected onto the walls, but the conversations overlap and get muddled, showing the often-messy relationship between a justice system and the families it affects.

Play “eye spy” with the bedroom of the young man in the Pepon Osorio work *Badge of Honour*. How many different objects can they identify? What you infer about the occupant of the room? The artist has placed the rooms next to each other so we can compare them. What is different about the father’s room? What can you tell about the father by looking at his cell? What does it tell us about the father’s life that his room has no identifying objects?



Untitled (1996) Shirin Neshat. In this photograph, Neshat, an Iranian photographer, reveals the lower portion of a woman's face with her hand, covered in ornate Persian calligraphy, held up to her lips. This composition asks viewers to reflect on the roles and voices of women in Iranian society.

Born in Iran, Shirin Neshat has watched her country change dramatically during her lifetime. As a woman, she has seen a loss of freedom and a loss of the ability to speak her mind and express her opinions. Ask the pupils: What clues are present in her picture to help us understand this? Unless we can read Persian calligraphy, we cannot know what the words on her say, and because her hand is in front of her mouth, she cannot say them. What is in—or out—of balance in the society Neshat shows?



Talk to children about the power of art – that through talking about it, we can begin to understand things about people's experiences that we did not know about before. As the children to consider the importance of balancing our “wealth with our wisdom, our power with our purpose” to create a just world. How could we do this? How do we use what we have wisely? What affect will our actions have on others?

1. Using the Kennedy quote as your guide, ask the students to identify what gives them wealth (something that makes them special), what gives them wisdom (something they can teach others), what gives them power (something that shows their strength), and action they can take for good. They should then choose objects that can symbolize each of these aspects of themselves.

2. Have students draw the objects onto the Manila paper using the chalk. For the purposes of this lesson, equal weight will be given to each of the objects. Their natural scale will be ignored, permitting the objects to overlap on the paper, creating a sense of depth in the composition, and symbolizing the balance that must be achieved.

Remind students to “work big” so that the four objects fill the majority of the space on the paper. Providing students with a size reference can assist with this concept. For example: each object must touch at least two sides of the paper, or each object must be as big as two hands. Note: It is important to use ONLY Manila paper for this activity as other paper will disintegrate when removing the ink.

3. Apply a thick layer of the paint on the paper,

completely covering the objects but avoid the chalk lines. Set the painting aside to dry.

4. After the painting is dry, completely cover the painting with India ink. A sponge brush works well.

5. Put on the non-latex gloves and wash off the ink. Place the painting on a flat surface – a drawing board works well. Run the painting under water, wiping it gently with your hand.

The ink will stay where the chalk lines were. Set aside to dry on a counter covered with newspaper, or a drying rack with newspaper on the floor. Consider ironing the paintings after they dry, as they will be wrinkled, making mounting difficult

After creating their works, a mock trial can provide an engaging and hands-on way to deepen student understanding of the lesson's key themes. By debating the role that art does (or doesn't) play in challenging our perceptions. Teachers could set up a "talk show stage" at the front of the room. Select a student's artwork and invite the artist to join you. Interview the artist about the work. If possible, give the responsibility of being the talk show host to a student or several students in turn. Suggested questions: What are the objects you selected? In what ways do each of these objects represent? How do they help you be just?

Lesson 4: Courage: I Am Who I Say I Am

Show children the following definition of courage:

Courage means strength in the face of hardship. Courage can be a personal choice to do what is right, even when it is hard or unpopular.

Ask pupils to envision a world where people would be willing to step up and make a courageous choice even if it makes them uncomfortable. Courage requires taking risks, but this risk taking can result in powerful change. The next two lessons explore this powerful ideal. In this first lesson students will tap into the courage it takes to overcome and to change stereotypes.

You will need:

A variety of visual culture images – memes, advertisements, logos

A variety of images of Renaissance paintings, ancient works (cave paintings, Egyptian hieroglyphics), etc.

Cardboard boxes big enough to fit over each child's head or rigid heavy paper/card from which to create a box.

A variety of paper, markers, paint (tempera or acrylic)

Paintbrushes of various sizes

Mixing trays and water cups

Tell the children about Damon McLeese who runs an art gallery in Denver. Damon's mum had dementia before she passed away. Explain simply what dementia is and what effect it can have on people. One day Damon was heading to the gallery when his mum said, 'Oh, I wish could come with you because I'm tired of doing colouring books. I'm tired. I want to just get out of this place.' And that's how the idea for "Granny Does Graffiti" began!

His art gallery now seeks to break down the stereotypes of what people with dementia and other mind-affecting illnesses can do and what graffiti artists can do and understand what art can do to bridge that gap. Damon said: We start with the idea that graffiti is about leaving your mark. We talk about making tags, shapes and symbols to represent ourselves. The idea is to have people battling the irreversible disease try something new. It's a chance for them to interact with new people, to face new challenges.

Teach the children the following vocabulary:

Stereotype: A widely held but fixed and oversimplified image or idea of a particular type of person or group of people.

Countertype: A positive stereotype and emphasizes the positive features about a person.

Counter-stereotype: An image or idea that goes against a stereotype.

Ask the children:

Through the 'Granny Does Graffiti program', older adults with Alzheimer's disease create graffiti art.

What was Damon trying to do to break down the stereotype of older people with dementia?
Why do you think he did this?

"Granny Does Graffiti" isn't the only program pairing street artists with grandparents to teach the art of spray paint and combat stereotypes.



In Lisbon, Portugal there is a program called Lata 65 which is a collaborative effort between Cowork Lisgboa and Wool | Covilhã Urban Art Festival. The program brings together a group of notable street artists to teach 100 senior citizens aged 65+ the graffiti arts. The

collaboration seeks to bring people of all ages together rather than allow the generational stereotypes continue to widen the divide between the old and the young.

To learn more about the Granny Does Graffiti program, click [here](#)

Create the head boxes

1. Ask students to think about something very few people know about them. This doesn't have to be deeply personal; it could be a special talent or fun fact. This will become an image that shows their secret.
2. Ask pupils to think about something they would like to be. It could be a career, something they would like to learn how to do, or somewhere special they would like to explore. This will become an image showing their dream.
3. Ask pupils to think about an inaccurate perception people might have about them, and a way that they could show that. This will become an image on their headbox that shows a stereotype.
4. Ask the children think about a way they can counteract that perception. This will be become an image that shows their counterstereotype.
5. Prepare the head box. Identify which side of the box will correspond with which of the above prompts. Give students the choice of illustrating directly onto the sides of the box or illustrating onto paper, which will then be pasted onto the box.
6. Draw the images. Label or provide an explanation on each so it is clear.
7. Flaps on the bottom can be left open and rest on the children's shoulders.
8. Ask the children to share their headboxes.

Lesson 5 - Community All Around Us

To start the lesson, show and play the music video Renegades by X Ambassadors

<https://www.youtube.com/watch?v=1u-niluB8HI>

The video shatters negative stereotypes of people with disabilities by showcasing boxers, hikers, weightlifters, and skateboarders with disabilities who have refused to accept limits in achieving their goals. It also shows how people rely on each other for support and growth – regardless of their abilities, wealth or position.

Ask the children: What stereotype does this video address? Think about other stereotypes we know about in our lives. Recap the difference between stereotypes, countertypes, and counter-stereotypes. Provide examples of each, guiding children to identify how each can be harmful, and which can be helpful when building a respectful community.

To prepare for the artmaking, pair children to interview each other.

Get the children to ask each other:

Tell me about a time you did something that affected another human being? or What do you do every day that affects another person or other people? This should be a collaborative effort— interviewers and interviewees can discuss the questions and answers among themselves, identifying the potential subject matter for their Community Gallery.

Discuss answers as a class and focus on the ideas of interdependence. Almost everything that we do affects someone else in some way.

Student groups should choose an everyday act of community to document, then decide how best to capture it as a portrait. Children could use iPads or cameras; draw; paint or made a model of their idea. Would audio-recording be better? An abstract collage with symbols? A written statement?

Create signs that prompt viewers to finish the statement “Community is...” and place below each ‘exhibit. Other ideas are outlined in the next section.

Creating an Ubuntu art exhibition

Below are a series of four pictures from an Ubuntu art exhibition held in Paris in February 2021. The exhibition aimed to be “Ubuntu” in that it looked to transform artistic creation into a shared expression by focussing on what the artists, who came from diverse backgrounds, had in-common.

Once children have an understanding of the concept of Ubuntu, the pictures can be used as a discussion point. Examples of questions have been included. Teachers may like to consider recreating some of the pictures with the children or using them as inspiration for the children’s own artwork.



Jonathas de Andrade, Suar a Camisa [Working up a Sweat] 2014. This is a collection of 120 shirts provided by people working in a range of occupations. The wooden supports are of variable dimensions to show the diversity of the workers.

**Why are all the shirts different?
What do you think the artist is trying to say to you? Do you think that this piece would be more powerful if the shirts were positioned differently? Why?**



Serge Alain Nitegeka,
Black Cargo, 2013.

The black supports are different sizes, why? Are all the supports equally important? In what way are the supports helping each other?



Turiya Magadela, Humans Respond to Pain and Pleasure, 2017.

Can you see any two shapes that are identical? How has the artist tried to show unity and interdependence in this picture?

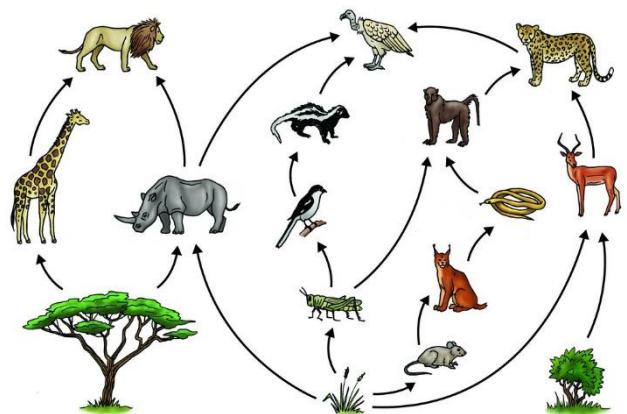


Frances Goodman,
Endless Hours,
2020. What can you see?
What do you think the
artist used to create this
sculpture? (it is actually
made from false nails,
acrylic, foam, resin and
silicone). Do you think
that this knot can
unravel? Would it be as
effective if it was untied?
How do the separate
parts contribute to the
overall effect?

What is the same about each of these pieces? Can you pick out things they have in common? Which one is your favourite? Why? How does each piece show Ubuntu? Can you create your own piece of art to show Ubuntu? You could create your own piece or create a collaborative piece as a group or a class, or a school!

Interdependence in Nature – KS2/3

Interdependence is a consistent relationship between organisms that lead a way of life together. Not only do animals and plants depend on each other, but humans do, too. We depend on other humans, on animals, plants and on non-living things in order to survive and live happy lives. These lesson ideas are designed to develop understanding and facilitate discussion about the concept of interdependence. *Ubuntu* describes a positive human experience of the impact of our interactions with each other and reflects how interdependence should have a positive impact on each of us if we all demonstrate Ubuntu.



Curriculum Links

Science

KS2 Year 6 Science curriculum - Evolution and Inheritance

- *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution*

KS3 Biology curriculum – Interactions and interdependencies, relationships in an ecosystem:

- *the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops*

RSHE/PSHE/SMSC

- *consider one's place in communities of which we are a part (eg: family, school, class, church, sports teams, theatre groups etc) and how our behaviour impacts others and how their behaviour impacts us*
- *Spirituality – Mirror moments: how do I depend on others and how do others depend on me?*

Resources

All resources referred to can be found on the diocesan websites here:

<https://www.winchester.anglican.org/?s=%22Everyday+Ubuntu%22>

<https://www.portsmouth.anglican.org/education/resources/projects/ubuntu/>

Lesson 1

Resources - PowerPoint (Ppt) files – ‘Nature Links’ and ‘Sorting Cards’

Pre-reading - PDF background information sheets, ‘Interdependence Fact Sheets 1 and 2’

Introduction

Start with the presentation, ‘Nature Links’ and ask pupils to come up with ideas how the animals could be linked (you could make laminated cards for them to sort using the Ppt file, ‘Sorting Cards’). They may well come up with ideas such as: there are two birds, two creatures that live in the sea, two insects etc. Maybe they will link herbivores, carnivores etc. All these are valid ideas.

Main task

5. Say that you would like pupils to put them together in pairs and explain how they are linked – share examples and ideas
6. Then explain that, actually, in the set of cards there are pairs of animals linked because of the fact that they depend on each other for something – at this point click the Ppt for the next animation which will reveal the names of each animal. Ask pupils to discuss what each pair might be and ideas for how the animals might depend on each other. Reveal the answers by advancing to the next slide (supporting information is detailed in the background information sheets).
7. Then repeat the same process with the next ppt slide and cards linking plants and animals.
8. Pupils to record and present in their science/topic books as appropriate (or through photographs of the card sorting activity etc)

Plenary and reflection

Can pupils think about the plants and animals we **depend*** on? How many different ways can this question be answered? For example:

- For food, for friendship, for safety (eg guide dogs), for exercise and good mental health etc**

* Reinforce the meaning of this by using the example of the giraffe and oxpecker. These two animals **depend**, or rely on, each other. This is an example of **interdependence** which is simply how living things depend on one another. Another life-dependent relationship is of course that animals breathe oxygen and exhale carbon dioxide; plants take in carbon dioxide and release oxygen back into the air.

** We sometimes use interdependence to describe complex systems. If your dog provides you with love and happiness, and you provide your dog with food and walks (and love and happiness), then your relationship with your dog is one of interdependence.

Lesson 2

Resources – Diamond 9 template Ppt file, ‘Diamond 9’

Introduction

Recap on lesson one and revisit the meaning of interdependence. Ask pupils to discuss as response partners about how they survive each day. For example, at some point, they probably depend on their parents for things like food, clothing, and shelter. They also go to school and depend on their teacher to help them learn. What do they depend on each other for?

Main task

1. Develop this reflection further. We depend on other humans, on animals, and on non-living things in order to survive and live happy lives. Ask pupils to think about their own life further. Try to think of all of the people, plants, animals, and resources that they rely on every day. Think about the food they eat and where it comes from, the clothes they wear and who makes them, and the relationships they have with friends, family, and even strangers. Think also about the people, plants, and animals that rely on them.
2. Record a personal reflection about the interdependences in your own life. There are many ways this could be recorded:
 - Written: diary entry, explanatory text, non-chronological report, letter of gratitude to others, prayer of thanks to God, a poem, a recipe for successful communities etc
 - An illustrated mind-map
3. OR.....you could ask pupils to consider similar reflections but for other people in a particular role, for example a police officer, teacher, nurse, vicar or a specific person, for example, a parent or carer. Marriage or civil partnerships create a state of interdependence between partners; parents or carers are employees or employers; there maybe complex family structures and friendships to explore.

Plenary

Diamond 9 exercise – putting things in order of dependency importance. Consider all the ideas that have been shared and thought about during the lesson. Either individually, in pairs or in small groups, complete a dependency diamond 9. In each diamond, place the name of a person, plant, animal or non-living things on which we depend.

Share and discuss ideas.

Further Development and ideas

The environment – In many places around the world today, climate change and other human activities are causing ecosystems to suffer. Ask pupils to carry out some research and find out about what people are doing to help preserve ecosystems and all of their interdependent relationships where they live. Encourage pupils to talk to you/parent/carer about getting involved in local environmental conservation events that help preserve relationships between species. Perhaps generate a school grounds project of some kind!

Local examples - Depending on where you live in the world, the relationships between animals living near you will be different. For example, typically in UK forests and woodland, trees that die often become nurse logs, providing food and shelter to other plants and animals. Bees and other insects pollinate flowers and other plants and take nectar to feed themselves at the same time. What connections can you find between living things where you live? Write a list or draw a mind map or diagram based on your own observations or based on information you find online or in books.

Further useful resources and activities can be found online here:

<https://www.stem.org.uk/resources/community/collection/11080/interdependence>

Examples of animal interdependence:

<https://www.treehugger.com/animal-species-working-together-in-wild-1140809>

Everyday Ubuntu

2022-23 RE Unit of Work: Key Stage 2

Golden thread: Community

This is an optional scheme of work for Year 6, that links to this year's Diocesan project and the 2023 leavers' services. There are more ideas here than you will be able to use, but hopefully some of them will generate good discussions with your class, or inspire you to develop your own resources

Communicate and Apply

Use a song on the theme of community to open up the discussion. There are some suggestions here but choose something that you know your class will respond to (or that reflects your own musical tastes!)

Listen to the music a first time. On the second listening, ask the class to look at the lyrics and fill in the response sheet at the end of this resource. Talk through some of their answers and ask which line of the song they think is most important and why.

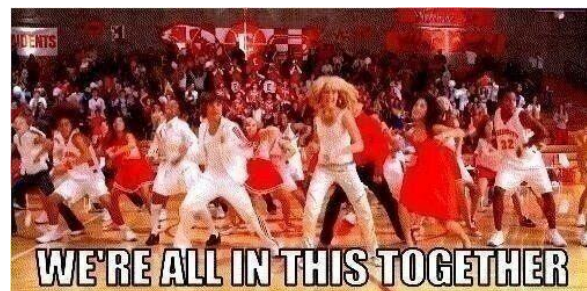
You could use [One Tribe](#) by Black Eyed Peas, a song that tells us that we belong to one tribe, one planet, one race. (See the lyrics [here](#).)



Or [Everyday People](#) by Sly and the Family Stone. This song from 1968 tells us we're no better than other people, we're the same whatever we do. It mimics the children's playground taunt, Na, na, na, na, na, mocking people who are prejudiced towards others. (See the lyrics [here](#).)



Or [We're all in this Together](#) from 'High School Musical,' which reminds us that each of us is special in our own way and that we make each other strong. (See the lyrics [here](#).)



Ask the class what concept (big idea) they think the song is about. Their suggestions might include diversity, unity, difference, peace, togetherness, inclusion, belonging, teamwork etc.

Tell them that the concept for this term is Community and ask them to make links between the song they have been listening to and the concept of community.

- You could make a mind map (on the board, or in groups) with the word community and add lines and ideas from your chosen song.
- Or give them two minutes to write down every connection they can think of before you start to discuss it as a group.
- Or use the speed-dating technique with the pupils in two concentric circles. Give them a minute to share their ideas with the person opposite them, then move everyone one place to the right and ask them to continue talking to a new partner. Continue as long as they stay engaged with the activity.
- Or ask each pupil to write a connection on a sheet of A4 paper, then pass them to the right and ask the next pupil to read what has been written and build on it, e.g. add another idea, give an example or make a comment. Continue to pass the sheets round to give everyone an opportunity to think through the ideas. (You might decide just to go round each table, rather than the whole class.)

Finish by drawing together what you have learned so far about Community from the song and the children's ideas.

Inquire

The class will already have studied community in other contexts but explain that this time they are going to explore the South African (Zulu) idea of **Ubuntu**. They may know the word already from collective worship or have heard it elsewhere, so find out what – if anything – they know already. You can download the Diocese's Community / Ubuntu collective worship resources [here](#) if you haven't used them already. They may have heard of the Ubuntu computer operating system; it is called this because it offers free software and so follows the community spirit of *Ubuntu*.

Ubuntu is a Zulu (or Bantu) word that means 'I am because you are,' meaning that we can only flourish together with other people. The Bishop of Dover, Rose Hudson-Wilkin, explains it like this:

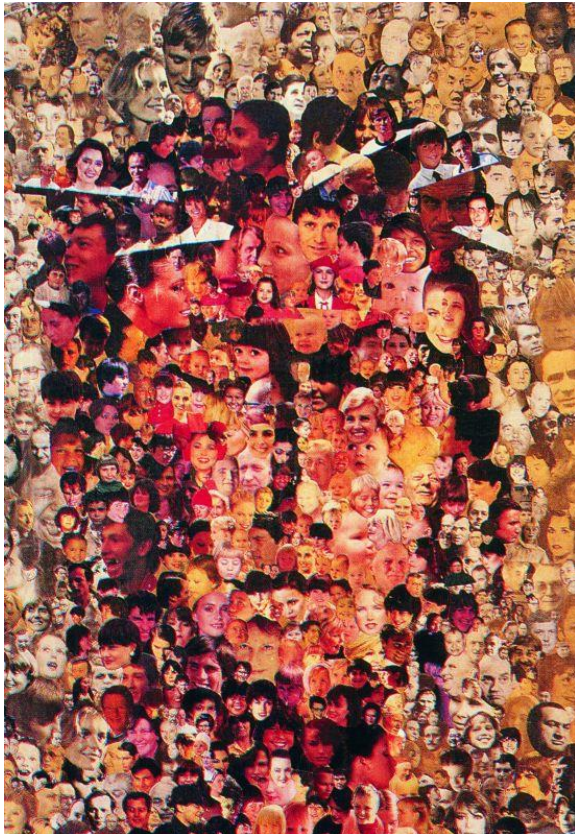
'In South Africa there is a word called *Ubuntu*. It means, 'I am because you are.' In other words, we are a people together. We are interdependent. We do not exist by ourselves. No one really flourishes unless we flourish together. Black and white, young and old, rich and poor, with and without disability. We are all God's children.'



If you haven't used this story already, tell them the story of the anthropologist studying an African people group who asked the children to have a race and the winner would get a bowl of sweets. To their surprise, the children all linked arms and ran together, then shared

Alternatively, you might choose to use some artwork to talk about the Christian idea that the church is made up of many different parts. You could use one of the paintings shown below and discuss what the class think the artist is trying to say. If they could ask the artist one question, what would they ask? Is this a good way to illustrate the body of Christ? What else could the artist have done?

[Picturing Christianity](#) and [Picturing Jesus](#) are full of good strategies for using art in RE lessons.



[Je Cherche ton Visage](#) (I look for your face)



[Happy Jesus \(One in Christ\)](#), Fan Pu

There are other examples on the Internet of Jesus' body made out of human figures, you may like to make your own version as a class.

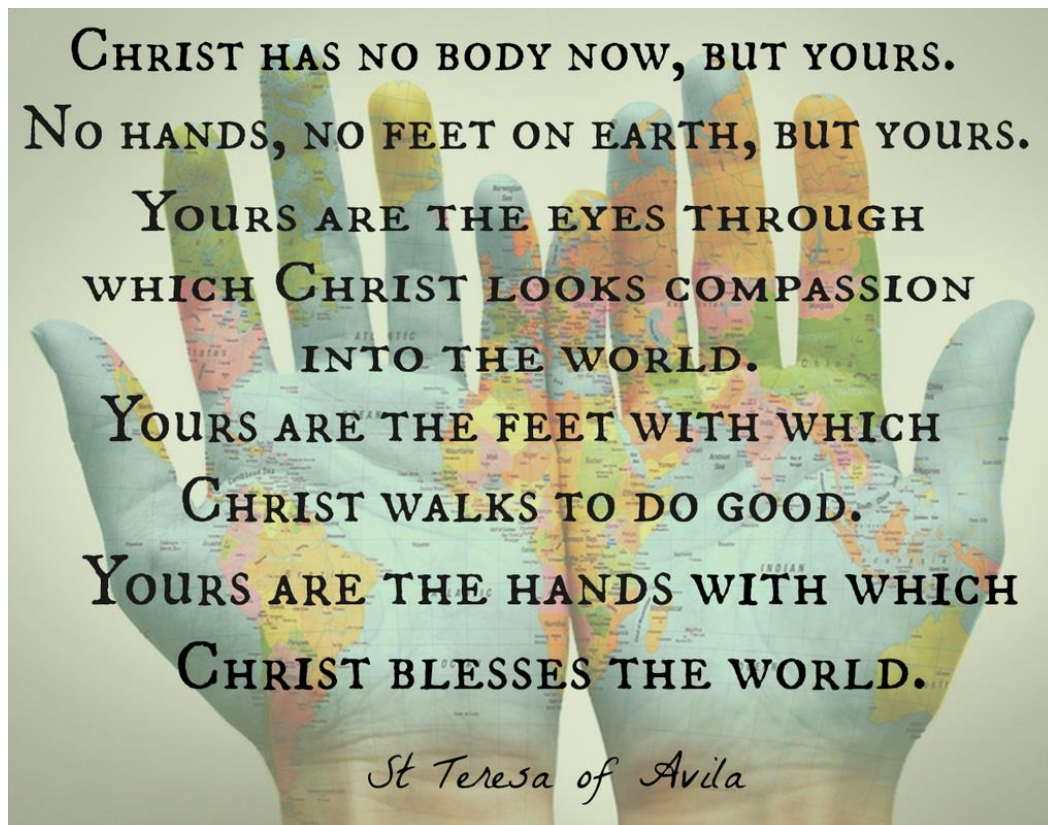
Understanding Christianity suggests asking the class to come up with other metaphors to help Christians understand how to work together and support each other. Their ideas might include a team, an orchestra, cake ingredients....

Does the idea of the Body of Christ add anything to our understanding of Ubuntu / community? If so, then what?

Obviously if anyone in the school or known to the children is missing a body part, e.g. from birth or an amputee, you will need to be very sensitive when discussing the idea that every part of the body is essential for it to work properly.

Contextualise

One way that Christians understand the concept of the body of Christ, is that Jesus is no longer here on earth, so Christians have to be his hands and feet, or act as his body in the world and try to do the things he would do to make the world a better place. St Teresa was a sixteenth century Christian who wrote the words below, which many Christians take as their motivation for getting involved in the world around them and trying to make a difference.



What do the class think this means in today's world? If Jesus was on Earth today, what are the issues he would get involved with? Who are the people he would try to help? What do they think Christians / the church should be doing to act as Christ's hands and feet?

Understanding Christianity (Understanding the Impact) suggests looking on church notice boards and websites for examples of churches acting as the body of Christ. It also recommends looking at a range of Christian charities to see how Christians are acting as Jesus' hands and feet.

There are many other practical examples of Ubuntu in real world, for example look at the work of these Christian charities. Perhaps each group could investigate one charity and report back to the rest of the class? Try to find out what motivates the charity workers/ volunteers, as well as practical examples of what they do.



You may also like to look at local charities, or examples from other religions and worldviews, such as [Oxfam](#), [Islamic Relief](#), or [Sikh Relief](#). For example, Christian Aid have a useful resource, [Beliefs and Actions in the World](#), which compares the work of Christian Aid and Islamic Relief and picks up on the concept of *Umma* in Islam.

Evaluate

Understanding Christianity (Making Connections) suggests thinking about the opposite idea to being part of a body, i.e. looking after number one, and thinking about what the world would be like if everyone behaved like this. 'My Way' is the UK's most popular choice of funeral song, do the class agree that this is a good thing to celebrate?

Here are three suggestions for bringing your ideas about *Ubuntu* together: A philosophical debate, a creative activity or a practical project to reach out to your local community.

P4C enquiry: 'A person is a person through other people.' (We only discover who we really are when we mix with other people.) Does everyone agree with this?

The Spot and Stripe Philosophy video [Society](#) makes an excellent stimulus for discussing *Ubuntu*. It asks if human beings need to be part of a society in order to flourish, or if you can be a happy human on your own.



Creative activities

You could either choose an idea from the 'Everyday Ubuntu' booklet, or ask groups to create their own rap / dance / artwork / IT photo story / musical composition / sculpture to show what they have learned about community.

The [Spirited Arts competition](#) has a very useful page with prompts to help children talk or write about their work. One of the themes in 2021-2 was a quote from the murdered MP Jo Cox, 'We have far more in common with each other than that which divides us.' This is last year's [winners gallery](#), where you can see other children's artwork and use it as a stimulus for your own class. The website also has a really useful page with sentence starters to help pupils talk or write about their artwork.



Practical Project

Could the class plan their own Ubuntu event to build community? It is best if the ideas come from the pupils, even if you have to steer them a little, the more they can plan and make things happen, the more they will have ownership of the event and the more they will learn from it. Could they organise a tea party for local old people? A community event in the school garden or a local park? An end of year event for the children in a younger class or their teachers? A community project to clean up the local beach / park / river?

Debrief afterwards and discuss what they have learned about community from the project and in what ways their ideas have changed.

Name _____	
Title of Song _____	
What does the song make you think of?	How does the song make you feel?
Why do you think the writer wrote this song?	When would you like to listen to this song again? Why?
Draw the pictures you see in your mind when you listen to this music.	

Communicate and Apply

Use a song such as 'One Tribe' to discuss ideas of Community and that we have more in common with each other than that which divides us.

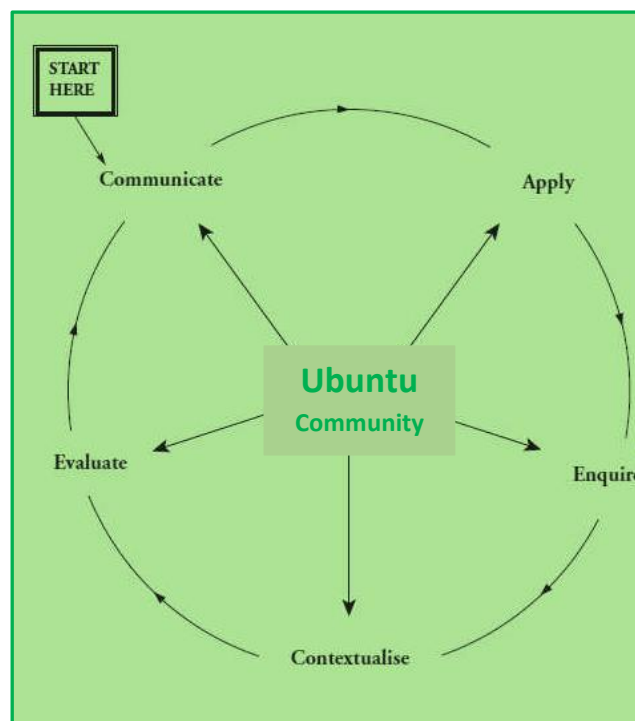
Evaluate

Either a P4C enquiry into *Ubuntu* and whether we flourish better in society.

Or a creative project to demonstrate what pupils have learned.

Or a practical community project that demonstrates *Ubuntu*.

How have our ideas about Community changed?



Inquire

Introduce the idea of *Ubuntu*. Do pupils agree that we are more fully human and flourish more in community with other people?

Explore the Christian idea of the Body of Christ; does this add anything to our understanding of Community?

Contextualise

Investigate what Christian churches and charities do to try to be Christ's body in the world. What other practical examples of *Ubuntu* can pupils find?

Further reading

Children's Books about Ubuntu and Community

I am You: A Book About Ubuntu, Refiloe Moahloli.

All Are Welcome, Alexandra Penfold.

We Are All Neighbours, Alexandra Penfold.

Mixed, Aree Chung.

This is Our House Michael Rosen.

Along Came A Different, Tom McLaughlin.

Our Diversity Makes Us Stronger, Elizabeth Cole.

Kamala and Maya's Big Idea, Meena Harris.

We All Belong, Nathalie Goss.

Marley and the Family Band, Cedella Marley.

You Matter, Christian Robinson.

Books for Adults

Everyday Ubuntu, Mungi Ngomane.

Ubuntu: I in You and You in Me, Michael Battle.

Reconciliation, The Ubuntu Theology of Desmond Tutu, Michael Battle.

No Future Without Forgiveness, Desmond Tutu.

Ubuntu! An Inspiring Story About an African Tradition of Teamwork and Collaboration,
Stephen Lundin

Ubuntu, A Tribute to Humanity, Boakye Alpha

Ubuntu and the Everyday, James Ogude and Unifer Dyer (eds).

