

# HOME

Assembly and lesson plans  
3–12 years

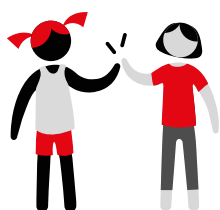
Together, we can help  
more people find a  
place to call home



Until there's a home for everyone

Shelter  
Scotland

# Support Shelter Scotland



Shelter Scotland helps over half a million people every year struggling with bad housing or homelessness through our advice, support and legal services. And we campaign to make sure that, one day, no one will have to turn to us for help.

This year, Shelter Scotland is marking its 50th anniversary. But it's not a celebration. Our services are busier than ever. Thousands of families across Scotland are facing homelessness. And there are still over 6,500 homeless children in Scotland today. With your help we want to make this year our biggest fundraising year yet, helping more homeless children and their families than ever before.

Explore the themes of home and belonging through age-appropriate outcome linked lesson plans and an assembly to introduce children to our work and challenge them to help us make a difference for children that need a home. Our activities support pupils' exploration of what home means to them and to respond through discussion, model making, pictures, captions or poetry (as best suited to their age/stage of learning) producing their own unique interpretations of what a home is and why it is important to have one.

For more information visit our website [shelterscotland.org/schools](https://shelterscotland.org/schools)

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**Links to Experiences and Outcomes**

- Health and Wellbeing
- Literacy and English

**One year,  
one 50p at a time,  
one mission...**

**Together, we can help  
more people find a place  
to call home.**

With your help, our ambition is to make this year the biggest fundraising year yet, helping more homeless children and their families than ever before.

We're asking that every child in your school raises at least 50p for Shelter Scotland this year.

## Get involved

With the theme of 50, why not challenge your pupils to get sponsorship of at least 50p to do 50 things, e.g. run or walk 50m, do 50 star jumps, learn 50 spellings, and find 50 ways to make 50.

There are lots more ideas on our wall planner and pupils can use our totaliser poster to keep track of how much money they have raised. We have also provided a template letter to inform parents of your participation and raise awareness of the services Shelter Scotland provides. Everything can be downloaded for free from [shelterscotland.org/schools](https://shelterscotland.org/schools).

### Send us your 50ps

Please send a cheque made payable to **Shelter Scotland, Scotiabank House, 6 South Charlotte Street, Edinburgh EH2 4AW**. If you prefer to use a bank transfer, send the money to account number 01167206, and sort code 30-00-02.

Please tell us how you raised your money when sending it in. And if you send the donation by bank transfer, please email us so we can send you a personalised certificate and thank you letter.



# Assembly – Home

This assembly has been created to get children to think about the meaning and importance of home, as well as considering Shelter Scotland's work helping over half a million people every year struggling with bad housing or homelessness. It can also set the scene for pupils participating in the 50p Challenge to raise money for Shelter Scotland.

You may have children in your school who have experience of bad housing and homelessness. If you require assistance with helping a family that is facing housing issues you can contact Shelter Scotland on **0808 800 4444** for guidance. A template letter for parents has been provided, not just to raise awareness of the 50p Challenge but to also let them know where they can go for help should they require it.

The assembly is provided as a PowerPoint with slide notes for use as a whole school launch/introduction to Shelter Scotland, the home themed classroom resources and the fundraising challenge.

You could encourage Early and First Level pupils to bring in an item or picture to support their exploration of the topic 'home' in the follow-up classroom.

Suggested themed music: Homeward Bound by Simon and Garfunkel

[cover slide]



### What is a home?

When you think of home do you think of...



1982 2012  
WE'RE STILL FIGHTING  
Until there's a home for everyone

Shelter  
Scotland

Depending on the size and age of group the first two slides can be used to generate a discussion about the definition of a 'home'.

Home is where you live, eat, sleep and keep all your belongings.

It is where you go to when your day is finished or where you return if you have been away, on holiday, a day trip or visiting others.

### What is a home?

Or...



1982 2012  
WE'RE STILL FIGHTING  
Until there's a home for everyone

Shelter  
Scotland

But not everyone has a good home.

Some people live in run down homes that can make them ill because they are damp and mouldy.

Some people live in homes with lots of other people, so it is hard to sleep and have time alone.

Sometimes they have to move a lot, so they never really have a place to call home.

And sometimes people can end up living on the streets...

### What is a home?

At Shelter Scotland we believe home is a place where you can feel safe and comfortable.



Until there's a home for everyone

Shelter  
Scotland

Shelter Scotland is a charity which provides help and advice to people that are struggling with bad housing or homelessness.

They are available to help anyone that needs them.

### Take the 50p Challenge

Shelter Scotland is marking its 50th anniversary in 2018.

Our mission for the next year is...

- To make a difference to those without a home 50p at a time
- To help more homeless children and their families than ever before



Until there's a home for everyone

Shelter  
Scotland

As a charity Shelter Scotland relies on the help of others to help people in need.

Thankfully they have lots of fantastic staff and volunteers who help run their centres and their shops, and they also have the support of some well-known businesses.

But they still need your help!

They would like each and every one of you to raise/donate at least 50p to help someone without a good home. They have given us lots of ideas and activities so that we can help make a difference.

### What does home mean to you?

Close your eyes and picture your home

What makes it special:

- The building?
- The people?
- The things inside?
- The community in which you live?



Until there's a home for everyone

Shelter  
Scotland

Use this slide to get pupils thinking about what 'home' means to them in readiness for the class based activities.



## Assembly and lesson plans

3-12 years

Allow thinking time for those less fortunate than themselves.



# Support Shelter Scotland

Sharing a range of themed literature with your pupils will help stimulate their own ideas and generate discussion about what 'home' means to them.

Below are some suggested books and films which provide a range of perspectives on both the meaning and importance of home and belonging to each of the characters involved, providing a wealth of stimulus for discussion.

## Suggested booklist for Early and First Level

**The Big Orange Splot** by Daniel Pinkwater  
**Harry's Home** by Catherine Anholt  
**Hey, Mama Goose!** by Jane Breskin Zalben  
**Blue Rabbit and Friends** by Christopher Wormell  
**A Squash and A Squeeze** by Julia Donaldson & Axel Scheffler  
**The Three Little Pigs** by Traditional Tale  
**Hansel and Gretel** by Traditional Tale  
**Alfie Gets In First** by Shirley Hughes

## Suggested reading for Second Level

**Home:** A Collaboration of Thirty Authors & Illustrators (Reading Rainbow Books) Paperback – Apr 1996 by Vera B Williams (Author, Illustrator), Various (Author, Illustrator), Michael J Rosen (Author & Editor)

Thirty authors and illustrators contribute original stories, poems, and artwork that explore and illuminate the theme of belonging, be it to a physical place or a family group.

N.B. Based entirely around the themes of home and belonging this anthology resonates with the work of Shelter Scotland and the focus of these resources, providing a range of stimulus for use in class as well as a way of introducing the role of the charity within a global context.

## Films for use across the age range

**Homeward Bound:** Three pets are left with a family friend when theirs go on holiday. Unsure of what has happened, the animals set out on a quest to find their family and home.

**E.T.** A troubled child summons courage to help a friendly alien escape Earth and return to his home-world.

**Wall-E:** In the distant future, a small waste-collecting robot inadvertently embarks on a space journey that will ultimately decide fate of mankind, and determine whether they can ever return home.

**The Wizard of Oz:** Dorothy is swept away to a magical land in a tornado and embarks on a quest to see the Wizard who can help her return home.



# Early/First Level lesson plan

## Starter

Use the assembly together with the suggested stimulus materials to generate discussion about pupils' own perceptions of what 'home' is. If pupils have brought in items or photographs from home in support of the topic then use these to generate discussion with circle time or show and tell.

### Key questions:

- What is a home?
- What was special about the home in the story?
- What is special about your object/picture/home?

Brainstorm and display key words to help pupils describe either their real or an imaginary home, depending upon the stimulus materials used and development activity chosen.

## Development

**Early** – Pupils use either construction/modelling material or available art materials to make or draw their ideal home. Encourage pupils to explain what they have made or drawn verbally or using labels and captions as appropriate to describe their home. Record using a digital camera and/or annotations for display.

**P1** – Pupils use either the object/picture they have brought in from home OR a character/home from your chosen stimulus story to create a poster about the importance of 'home'. Pupils use pictures, words and captions to convey what 'home' means to them or their chosen character, remembering to orally rehearse what they are going to say before writing it down.

N.B. The development for Early pupils can be used, where required, as a differentiated task for P1 lower ability pupils.

**P2/P3** – Pupils use either the object/picture they have brought in from home OR a character/home from your chosen stimulus story to write a poem or short descriptive piece about what makes their house a home. Draft and edit their work for spelling, punctuation and grammar.

N.B. The development for P1 pupils can be used, where required, as a differentiated task for P2 lower ability pupils.

P3 pupils requiring extension work should use P4 activities from the Second Level resources

**Plenary** – Pupils share and discuss their perceptions of home with their peers explaining how what they have made, drawn or written shows the importance of home. Pupils' work can be either displayed or collated as appropriate.

# Early/First Level lesson plan

## Developing Health and Wellbeing activities

Use the work that pupils have created to explore Mental, Emotional, Social and Physical Wellbeing outcomes including;

I am aware of and able to express my feelings and am developing the ability to talk about them.

### **HWB 0-01a / HWB 1-01a / HWB 2-01a**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

### **HWB 0-02a / HWB 1-02a / HWB 2-02a**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

### **HWB 0-03a / HWB 1-03a / HWB 2-03a**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

### **HWB 0-04a / HWB 1-04a / HWB 2-04a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

### **HWB 0-05a / HWB 1-05a / HWB 2-05a**



# Second Level lesson plan

## Starter

Use the assembly together with the suggested stimulus materials to generate discussion about pupils' own perceptions of what 'home' is.

### Key questions:

- What is a home?
- What was special about the home in the story?
- What is special about your object/picture/home?

Brainstorm and display key words to help pupils describe either their real or an imaginary home, depending upon the stimulus materials used and development activity chosen.

## Development

Introduce/remind pupils of poetry features they may wish to use in their compositions.

Consider different styles such as:

- Haiku,
- Monologue,
- Rhyming and/or different techniques such as:
- Alliteration,
- Similes and Metaphors,
- Personification

Share one or more of the poems from the 'Poetry Collection' provided. Consider what each poem is trying to say about 'Home' and/or compare and contrast the approach of each poet.

Discuss these and other forms of poetry similar to that which they are planning to write in order to understand and learn from their structure, vocabulary and grammar.

## Independent

Pupils use their notes to plan what they will include in their poems about either

- the importance of home

or

- being homeless.

Pupils write poems which reflect their feelings and opinions about either the topic of home or the thought of being homeless.

## Plenary

### P3/P4/P5

Encourage pupils to share their finished poems, reading aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### P5/P6/P7

Pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Allow time to perform finished poems and/or debate the current plight of homeless people and the role of charity in supporting those in need.

## Extension activities

Discuss pupils' perceptions and expressions of home.

Display or collate pupil work as appropriate.

Use stimulus and outcomes and the information available about the work of Shelter Scotland at [shelterscotland.org](http://shelterscotland.org) (N.B. not all content suitable for the 7 to 12 age range) to explore Social outcomes including;

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

### **HWB 1-09a / HWB 2-09a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

### **HWB 1-10a / HWB 2-10a**

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

### **HWB 1-11a / HWB 2-11a**

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

### **HWB 1-12a / HWB 2-12a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

### **HWB 1-13a / HWB 2-13a**



# Poetry Collection

## **A Home Song**

I read within a poet's book  
A word that starred the page:  
"Stone walls do not a prison make,  
Nor iron bars a cage!"

Yes, that is true; and something more  
You'll find, where'er you roam,  
That marble floors and gilded walls  
Can never make a home.

But every house where Love abides,  
And Friendship is a guest,  
Is surely home, and home-sweet-home:  
For there the heart can rest.

**by Henry Van Dyke**

## **Down behind the dustbin**

Down behind the dustbin  
I met a dog called Ted.  
'Leave me alone,' he says,  
'I'm just going to bed.'

Down behind the dustbin  
I met a dog called Roger.  
'Do you own this bin?' I said.  
'No. I'm only a lodger.'

Down behind the dustbin  
I met a dog called Sue.  
'What are you doing here?' I said.  
'I've got nothing else to do.'

**by Michael Rosen**



**There's No Place like Home**

Mid pleasures and palaces though we may roam,  
Be it ever so humble, there's no place like home;  
A charm from the sky seems to hallow us there,  
Which, seek through the world, is ne'er met with elsewhere.

Home, home, sweet, sweet home!

There's no place like home, oh, there's no place like home!

An exile from home, splendor dazzles in vain;  
Oh, give me my lowly thatched cottage again!  
The birds singing gayly, that come at my call --  
Give me them -- and the peace of mind, dearer than all!

Home, home, sweet, sweet home!

There's no place like home, oh, there's no place like home!

I gaze on the moon as I tread the drear wild,  
And feel that my mother now thinks of her child,  
As she looks on that moon from our own cottage door  
Thro' the woodbine, whose fragrance shall cheer me no more.

Home, home, sweet, sweet home!

There's no place like home, oh, there's no place like home!

How sweet 'tis to sit 'neath a fond father's smile,  
And the caress of a mother to soothe and beguile!  
Let others delight mid new pleasures to roam,  
But give me, oh, give me, the pleasures of home.

Home, home, sweet, sweet home!

There's no place like home, oh, there's no place like home!

To thee I'll return, overburdened with care;  
The heart's dearest solace will smile on me there;  
No more from that cottage again will I roam;  
Be it ever so humble, there's no place like home.

Home, home, sweet, sweet, home!

There's no place like home, oh, there's no place like home!

**by Henry Van Dyke**

[Template letter for parents]

**Dear Parents/Carers**

Pupils will be taking part in the 50p Challenge for Schools this term to raise money for the charity Shelter Scotland.

Shelter Scotland helps over half a million people every year struggling with bad housing or homelessness through their expert advice, support and legal services. And they campaign to make sure that, one day, no one will have to turn to them for help. Shelter Scotland is marking its 50th anniversary this year – but they're not celebrating. More people than ever before came to them for help last year. Tomorrow over 6,500 children will wake up without a home, that's the equivalent to 3 children in every school in Scotland. Shelter Scotland would like everyone to join them, as they continue to fight until there's a home for everyone

This year they want every child to really think about the importance of having a home. And with their help hopefully make this the biggest fundraising year yet, helping more children and their families than ever before.

All they ask is that every pupil raises at least 50p for Shelter Scotland this year, but of course the more you give the more families and children we can help.

You can find out more about Shelter Scotland here  
**[shelterscotland.org/50](https://shelterscotland.org/50)**

Yours faithfully

**Housing advice helpline**

Call Shelter Scotland's free housing advice helpline on **0808 800 4444**

Shelter Scotland helps over half a million people every year struggling with bad housing or homelessness through our advice, support and legal services. And we campaign to make sure that, one day, no one will have to turn to us for help.

We're here so no one has to fight bad housing or homelessness on their own.



Until there's a home for everyone

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