

Home

Assembly and lesson plans  
4-11 years

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



# Support Shelter

**Shelter helps millions of 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.**

Since we started more than 50 years ago we've helped millions of people struggling with homelessness. But there are still over 128,000 homeless children in Britain 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 curriculum 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 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:  
**[shelter.org.uk/schools](https://shelter.org.uk/schools)**

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

All we ask is that every child in your school raises at least 50p for Shelter this year.

## Get involved

Consider creating an exhibition or anthology of pupils' work then charging an entry fee or selling copies to help raise money for the school and Shelter. Or using 50 as the theme, 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, find 50 ways to make 50.

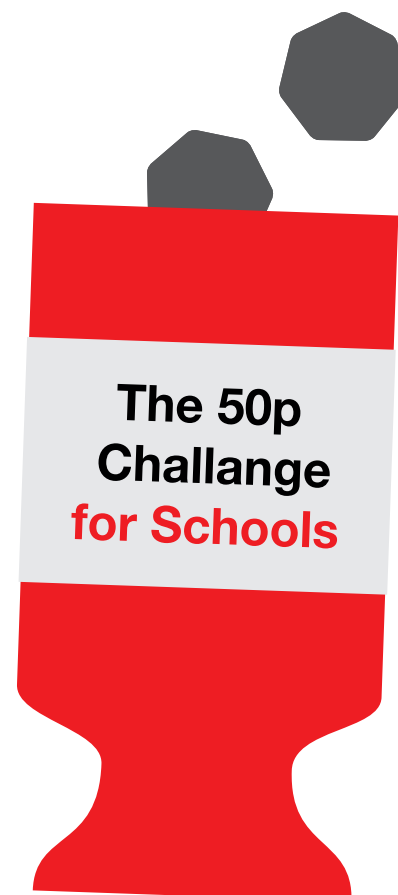
There are lots more ideas on our wall planner and pupils can use our totaliser poster to keep track of how much money they have raised.

We have also provided a template letter to inform parents of your participation and raise awareness of the services Shelter provides. Everything can be downloaded for free from [shelter.org.uk/schools](https://shelter.org.uk/schools)

## Send us your 50ps

Please send a cheque made payable to **'Shelter' to 88 Old Street, London, EC1V 9HU**. 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 thank you.



## Curriculum links

### EYFS

- Personal, social and emotional development,
- Communication and language,
- Literacy development

### Non-statutory guidance for PSHE

See extension activities for details

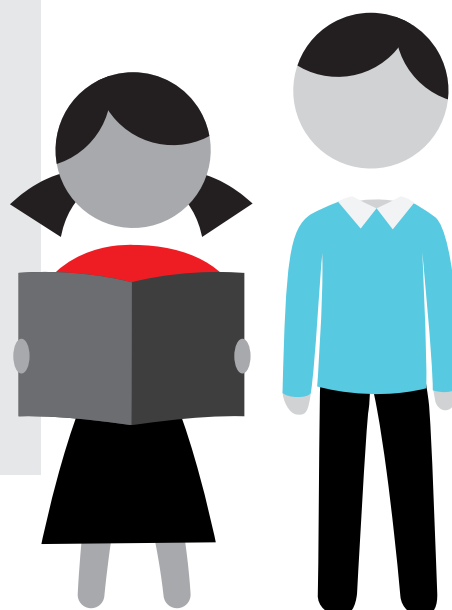
### KS1 & 2

English; Spoken Language,

- use discussion in order to learn; to elaborate and explain clearly their understanding and ideas

English; Writing (Composition),

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.





## Assembly – Home

This assembly has been created to get children to think about the meaning and importance of home, as well as being introduced to the work of Shelter helping millions of 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.

You may have children in your school that may have experienced homelessness or housing difficulties, or are currently in a difficult situation. If you require assistance with helping a family that is facing housing issues you can contact Shelter 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, the home themed classroom resources and the fundraising challenge.

You could encourage EYFS/KS1 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]

# home

Shelter

## What is a home?

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



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**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...



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But not everyone has a good home. Over three million children in Britain live in places that are not good homes.

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

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

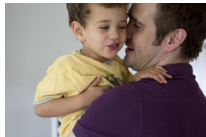
Sometimes they have to move a lot, so they never really have a place to call home.

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



## What is a home?

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



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Shelter 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 24 hours a day, 365 days a year.

## Take the 50p Challenge

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



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

Thankfully they have lots of fantastic 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?

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

## Assembly and lesson plans

4-11 years



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Allow thinking/prayer time for those less fortunate than themselves.



# Stimulus Materials

**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 EYFS and KS1

**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 KS2

**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 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 the 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.



# EYFS/KS1 lesson plan

## Starter

Use the assembly together with the suggested stimulus materials to generate discussion about pupil's 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 makes a house 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

**EYFS** - Pupils use either construction/modelling material or available art materials to make or draw their own home and describe the people, rooms and objects inside it. Record using a digital camera and/or annotations for display.

**Year 1** – Pupils use either the object/picture they have brought in from home OR a character's 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 EYFS pupils can be used, where required, as a differentiated task for year 1 lower ability pupils.

**Year 2** – Pupils use either the object/picture they have brought in from home OR a character's 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 year 1 pupils can be used, where required, as a differentiated task for year 2 lower ability pupils.

**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.

## Extension activities

Outcomes can also be used to explore elements of the non-statutory PHSE guidance including;

- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to identify and respect the differences and similarities between people
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- that people and other living things have needs and that they have responsibilities to meet them
- that they belong to various groups and communities such as family and school.

# KS2 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 makes a house a home?
- Does it matter where you live if you have your family and things?
- How would you feel if you had to leave your home? (Consider what it is like to be homeless).
- Why is having somewhere to call 'home' important?

Share ideas and encourage pupils to make notes in order to help them organise their own thoughts on the meaning and importance of 'home'.

## 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 'KS2 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

**Years 3/4** - 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.

**Years 5/6** - 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 the homeless and the role of charity in supporting those in need.

## Extension activities

Use stimulus and outcomes and the information available about the work of Shelter at [shelter.org.uk/support\\_us/schools](https://shelter.org.uk/support_us/schools) to explore elements of the non-statutory PSHE guidance including;

- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- why and how rules and laws are made and enforced by the UK government and how to take part in making and changing these rules. This could be a good opportunity to introduce the topic of politics: campaigning, lobbying and voting for change
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.



# KS2 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 John Howard Payne**

[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.

Shelter helps millions of 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. They're here so no one has to fight bad housing or homelessness on their own.

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 this year, but of course the more you give the more families and children we can help.

You can find out more about Shelter here [www.shelter.org.uk](http://www.shelter.org.uk)

Yours faithfully

**Housing advice helpline**

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