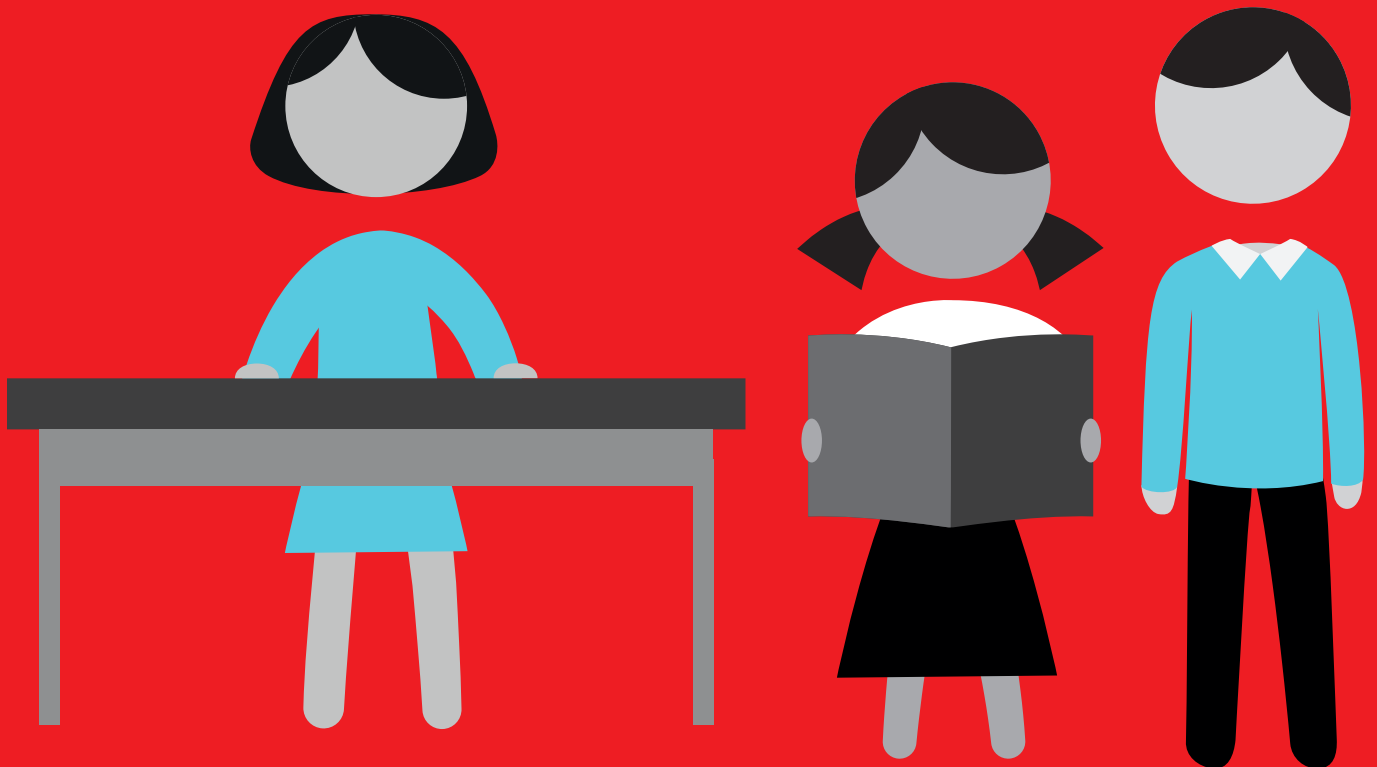


**Happy homes**

**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.

To find out more about what we do to help young people and their families visit:  
**[england.shelter.org.uk/our\\_work](http://england.shelter.org.uk/our_work)**

This 'Happy Homes' resource complements the '50p Challenge for Schools' assembly and lesson plans.

The '50p Challenge for Schools' lesson plans reference a range of stimulus materials, as well as an Assembly PowerPoint that we recommend you use to introduce pupils to our work and to challenge them to help us make a difference.

Bad housing or homelessness can affect everyone from pupils and parents to staff. Shelter research has shown that living in temporary or emergency accommodation can have a negative impact on a child's personal and educational development. Children in families who have to move frequently were found to be more likely to fall behind at school.

Shelter has been asking people what home means to them as a way to help shape new standards for homes in Britain for generations to come. These teaching resources will get children thinking about the nature of housing within a context that supports the curriculum.

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# Join us, show us and speak out: Picture a place called home.

We want pupils to show us what home means to them. Use the lesson plans (see pages 9 and 10) and then send us their creations (it could be a drawing, a collage, a video, a poem, a photo or whatever medium they choose). Every child that participates will get a special thank you from us!

Send your pictures to: [schools@shelter.org.uk](mailto:schools@shelter.org.uk)



## Curriculum links

### EYFS

- Personal, social and emotional development
- Communication and language
- Literacy development
- Physical development
- Expressive arts and design
- Understanding the world

### KS1 & 2

English; spoken language,

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

English; writing

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Art & Design

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about great artists.

Non-statutory guidance for PHSE

- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- 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.



## 'I need a home' – a big book story from Shelter

The Big Book story PowerPoint is designed to be used with the Key Stage 1 and 2 descriptive writing tasks. It can also be used as an assembly or a classroom resource to stimulate discussion about suitable homes and the work of Shelter, and as a scene-setter for fundraising activities.





# Home themed activities

## 'Make a house a home'

Cut and stick activity

**You will need:** A4 paper, old catalogues/ brochures, scissors and glue sticks.

1. Provide each pupil with an A4 sheet folded in half and then in half again, creased and then unfolded to reveal 4 boxes. Explain to the pupils that each box represents a different room in a house. If necessary, help pupils to label each room.
2. Using the old catalogues and brochures, pupils select items to cut and stick in each room to make their house a home.
3. Pupils talk about the homes they have created, explaining why they have chosen the items they have to complete their home pictures.

## 'Unsuitable home'

Parachute game

**You will need:** A parachute

Children stand around the edge of the parachute holding the fabric taut between their hands. Move around the circle giving each child a different name from one of the following categories until everyone has a name.

**Category 1 (KS2):** type of home – e.g. house, flat, bungalow, terraced, maisonette, semi

**Category 2 (KS1/KS2):** description - e.g. big, small, single-storey, high-rise, town, country

**Category 3 (EYFS/KS1):** colours – e.g. brown house, red house, yellow house, blue house, orange house.

**Call out each name in turn, children with that name change places by running underneath the parachute, play continues until you call out an unsuitable house:**

**Category 1:** hotel, hostel

**Category 2:** damp, cramped, cold

**Category 3:** green house, dark house

When you call out an unsuitable name pupils raise the parachute with both hands and place it behind their heads, so that all pupils are hidden beneath. For older children this can be used as a pause point to discuss why it is important that we have homes which are warm, safe and dry. Play then resumes as before and continues until the allocated time is up.





## Home themed activities

### 'Home corners'

#### Game

**You will need:** A large indoor space, a whistle or musical instrument.

1. Label each corner A to D and ask pupils to stand in any corner. When the whistle or musical instrument sounds, pupils move around the room miming various occupations until the whistle/instrument sounds again then they must return home to either their original or another corner.
2. The teacher must choose a letter and all those standing in that corner must take 'shelter' in the middle of the room (representing a hostel or temporary accommodation) where they sit until they are rehomed to another corner, which can be selected as soon as one is either free or has only two or three occupants in it after the whistle blows.
3. This game can be used to explore the idea that homelessness can happen to anyone and that Shelter is there to help.
4. Play continues until the allocated time is up.



## EYFS: Descriptive writing task

**You will need:** Access to the internet and/or knowledge of the nursery rhyme 'When Goldilocks Went to the House of the Bears'.

### Starter

Find a Youtube video of the popular nursery rhyme 'When Goldilocks Went to the House of the Bears' by searching online, then show this to your class' Talk about the things Goldilocks saw inside the house. Ask pupils what Goldilocks would see if she came to their houses.

### Activity

Explain that pupils are going to use the rhyme as the basis for creating their own descriptive story about their own house. Use the story starter 'When Goldilocks came to the house of <insert child's name> to start pupils' descriptive writing.

### Plenary

Pupils sit in a circle to share their story with the class. Finish by encouraging pupils to choose just one thing from their story to add to a whole class version, as you move round the circle singing 'When Goldilocks came to visit our houses, what did her blue eyes see...' each time remembering the previous item(s) before adding a new one to the list (a bit like the 'I went to the shops and bought' memory game). Collate or display pupils work as appropriate.



# KS1&2: Descriptive writing task

**You will need:** The 'I Need a Home' Big Book story to stimulate discussion about suitable homes.

## Starter

Encourage pupils to consider why some homes may be unhealthy or unsuitable for families to live in and generate a mind map of things which make a house a home e.g. heat, light, running water, toilet, bath, furniture (bed, table, chair), cooking facilities, soft furnishings etc.

Use this as a starting point to support pupils' independent descriptive writing about what makes a house a home.

**Descriptive writing is all about the reader experience. It is about bringing the setting, story or scene to life for your audience. Below are some top tips differentiated by stage to support your pupils.**

## Development **KS1 development**

For the younger age range, support pupils to generate vocabulary to help them describe one or more of the houses in our story.

1. Support exploration of each scenario using role play, actions or feely bags to bring each scenario to life.

Consider using different:

- Textures to develop vocabulary and responses related to touch
- Scents in smelly pots to develop vocabulary and responses related to smell
- Sounds [bbc.co.uk/schoolradio/subjects/earlylearning/stimulussounds](http://bbc.co.uk/schoolradio/subjects/earlylearning/stimulussounds) to develop vocabulary and responses related to sound

2. Print out the PowerPoint slides and encourage pupils to add words to describe each house to support their own descriptive writing.
3. Encourage pupils to orally rehearse their descriptive sentences before writing them down.

## **KS2 development**

1. Support exploration of each scenario using role play, actions or feely bags to bring each scenario to life.
2. Share suggestions and if/where appropriate elicit adverbial phrases which could be included as descriptive actions.
3. Go back through our 'I Need a Home' Big Book story, slide by slide, modelling examples of pupils' descriptive improvements to support their independent writing.
4. Share the golden rules for descriptive writing with your pupils:
  - Write in the first person
  - Use all your senses: sound, sight, smell, touch, taste
  - Include interesting words, to help the reader picture the house.



## KS1&2: task

**Pupils write a short description of either a suitable or an unsuitable home using grammar and spellings appropriate to their age and stage.**

### Plenary

Share individual descriptive responses with the class. Celebrate by collating pupils' work into your own class version of our 'I Need a Home' Big Book to share.

## Picture a place called home

### EYFS/KS1: lesson plan

**You will need:** The 50p Challenge for Schools 'Home' assembly, a range of art materials including digital media (optional).

### Starter

Use the 50p Challenge for Schools 'Home' assembly together with the home themed activities on page 5 to generate discussion about pupil's own perceptions of what 'home' is.

### Development

- Provide pupils with the opportunity to share their ideas of 'home' with one another either with talk partners, as a group or during circle time share
- Pupils share and discuss their perceptions of home with their peers before planning how they will express these ideas using the available art materials to picture a place called home
- Where available, an alternative approach would be to use either a single image or a collage of images to picture a place called home using digital cameras, existing images and suitable software to create their representations

### Task

**Picture a place called home using the available art/digital media.**

### 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

Create a 'home' themed exhibition using pupils' artwork. Invite parents and members of the local community to view and purchase individual pieces to help raise funds for Shelter and your school.

#### Consider:

- Inviting a local business to sponsor and/or frame the artwork
- Linking with a local photographer to provide opportunities for families to be photographed together at the event for a small donation
- Charging a nominal entry fee for a programme of exhibits
- Asking for cake donations to provide refreshments to encourage visitors to spend more time in the exhibition.

# Picture a place called home

## KS2: lesson plan

**You will need:** The 50p Challenge for Schools 'Home' assembly, access to the internet to view famous artwork examples, paper, paints, pastels or coloured pencils.

### Starter

Use the 50p Challenge for Schools 'Home' assembly to stimulate discussion on homes, providing opportunity for pupils to share what home means to them, before introducing the challenge to 'picture a place called home'.

Introduce selected pieces of artwork by Claude Monet and/or L.S Lowry and/or Vincent Van Gogh to support pupils' exploration of 'home' through art.

Compare the different styles and approaches of French Impressionist Claude Monet (1840-1926) who found inspiration for some of his most famous artwork in his own flower garden in the village of Giverny in France. In stark contrast to that of Lawrence Stephen Lowry (1887-1976), famous for his representations of his industrialised Lancashire home, in England in the early 1900s. Or Vincent Van Gogh (1853-1890) and his use of expressive colour and symbolism in his paintings 'The Yellow House' and 'The Bedroom'.

### Development

Pupils reflect on what home means to them, using talk partners to share ideas before planning how they will portray their idea of 'home' using the available art materials.

### Task

**Pupils create their own impressions of home using the available resources to draw or paint their responses to the challenge to 'Picture a place called home'.**

### Plenary

Pupils share and review their artwork with the rest of the class, explaining why they chose the materials and approach and suggesting any changes or improvements they would make next time.

Display and discuss pupil's perceptions and expressions of home.

### Extension

Create a 'home' themed exhibition using pupil's artwork. Invite parents and members of the local community to view and purchase individual pieces to help raise funds for Shelter and your school.

Consider:

- Inviting a local business to sponsor and/or frame the artwork
- Linking with a local photographer to provide opportunities for families to be photographed together at the event for a small donation
- Charging a nominal entry fee for a programme of exhibits
- Asking for cake donations to provide refreshments to encourage visitors to spend more time in the exhibition.

[Template letter for parents]

**Dear Parents/Guardians**

This term we have been learning about 'home' and what it means to each of us, with the help of 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 what a home means to them. 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.

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

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**