

**Everyday Ubuntu**  
**Growing and Developing Together**  
**The Diocesan Education Team Project 2022-23**  
**Early Years and Key Stage 1 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.

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## Explaining Ubuntu to young children

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 make friends and all the ways in which are all one. There is more on this on the next page.**

The concept of Ubuntu is demonstrated throughout the Bible. Jesus often talks about our relationship with God and each other. He uses Jesus to teach us how to look after each other and His world.

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 associated resources can be found.**

### Interdependence – EYFS/KS1

*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. These two lesson ideas are designed therefore to help children think about how they can be part of a community where everyone helps each other in different ways. The ideas will need adapting depending on the class and age group.

#### Curriculum Links

##### **ELGs within**

- *Communication and language; personal, social and emotional development; understanding the world*

##### **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?*

##### **Science**

KS1 Year 2 Science curriculum – Living things and their habitat

- *identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other*

## **Resources**

All the resources referred to in this section 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/Reflection 1 Interdependence with each other/pets**

**Resources** - PowerPoint (Ppt) file – ‘*EYFS\_KS1 – Ubuntu Community*’

### **Slide 1**

Start with the PPT presentation slide 1 and ask pupils to suggest ideas about how we help each other – the pictures should help with this. The click on each picture to reveal the words that accompany each one. These are not necessarily right or wrong ideas but just helpful suggestions (These images could also be cut out and displayed around the classroom as useful visual clues for pupils during independent learning/play time).

### **Slide 2**

Follow a similar pattern to that for slide 1 but this time considering how we interact with animals, in this case, specifically pets. It might be helpful to acknowledge that not everyone has a pet, but such pupils may still be able to understand what each image in the slide is suggesting about how those that do benefit from their relationship with one.

### **Slide 3**

#### **Prayer and reflection**

Use the text from the slide to support a reflection about what has been discussed; encourage pupils to suggest ways in which they can behave better towards each other and maybe set some goals or refer to class rules etc. Use the prayer to conclude inviting pupils to join in with the ‘Amen’ if they would like to make it their prayer.

### **Additional resource – Interdependence between animals**

**Resources** – PowerPoint (Ppt) file – ‘*EYFS\_KS1 – Ubuntu Community*’

### **Slide 4**

Look at the images and words in slide 4. Ask pupils to suggest which is correct (in fact, pupils will discover that they all are). Click on the image as each one is suggested, and it will take you to a slide that shows and explains an example of that relationship in nature. Click on the arrow in the bottom right hand corner to return to slide 4.

### **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>

## **Lessons to develop children's understanding of the concept 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 persons; 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**

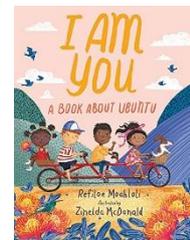
*Learning that we flourish when we have mutual care for one another.*

**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.



#### **Main Task**

Watch the animated film ‘Ian’ together:

[https://www.youtube.com/watch?v=Hz\\_d-cikWml](https://www.youtube.com/watch?v=Hz_d-cikWml)

Explore the themes of the film with the children.

#### **Plenary**

Look at the ‘Other People’s Feelings’ cards and discuss with the children. 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.

### **Lesson 2 – I am a person because you are a person**

*Learning to resolve conflict.*

#### **Introduction**

Watch the short animation ‘The Bridge’ together:

[https://www.youtube.com/watch?v=X\\_AfRk9F9w](https://www.youtube.com/watch?v=X_AfRk9F9w)

Ask the children:

*Were the moose and the bear being kind at the beginning? Why not?*

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

### **Main Task**

Watch the short animation 'Snack Attack' together:

[https://www.youtube.com/watch?v=38y\\_1EWIE9I&list=PLlbkyhAZrBl-XJQudaCfoMsGy\\_Jjau6HE](https://www.youtube.com/watch?v=38y_1EWIE9I&list=PLlbkyhAZrBl-XJQudaCfoMsGy_Jjau6HE)

Ask the children:

Who showed thoughtfulness in the film and who didn't?

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 as appropriate. 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 doing the right thing during the first part of the film? Why not?*

*What do you think Mr Indifferent learned about being part of a community?*

*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.

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).



## 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 link is below:*

<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=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 link is below:*

<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 100<sup>th</sup> 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 were allowed to 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.



## 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. nFounded 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 and linked to the Bible story of Martha. The short films, which include body percussion and do not all require 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/>

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 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.

Early Years practitioners may like the following simpler dance routine **Banana Boogie**  
<https://youtu.be/oOT29Urisp4>

**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 established 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 valued 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 separate questions resource:

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

<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 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.

## **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).

## **Everyday Ubuntu**

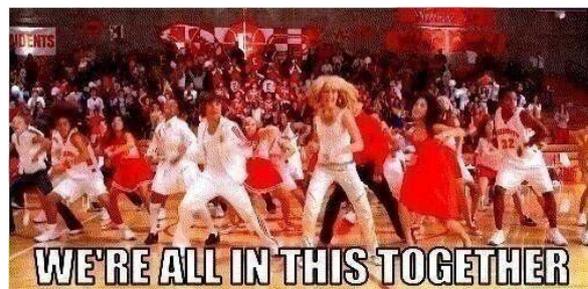
### **2022 – 3 RE Unit of Work: Key Stage 1**

#### **Golden thread: Community**

*This is an optional scheme of work for Year 2, 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 led to some interesting work 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. [We're all in this Together](#) from 'High School Musical' would work well, it reminds us that each of us is special in our own way and that we make each other strong. (See the lyrics [here](#).)



How would you explain the song in just one word? (Something that you can't see or touch.)  
Their suggestions might include being together, family, belonging, peace, teamwork.

Tell them that your concept for this term is Community. Check that everyone understands what a community is and then ask them how they think the song links to the idea of community.

You could focus on this verse and ask the children to explain it in their own words.

Everyone is special in their own way,  
We make each other strong.  
We're not the same,  
We're different in a good way.  
Together's where we belong.

Ask the children to respond to these statements – use a strategy such as [Giant Steps](#), [Continuum Line](#) or [Four Corners](#) to keep them active. You could start with some quirky ones to get them going.

- Penguins are better than monkeys.
- I'd rather be an astronaut than an acrobat.
- Fruit cake is healthier than crisps.
- We are happier when we're together with other people.
- It's better to have friends who are the same as you.
- It's good for us to be on our own.
- Life would be easier if everyone was the same.
- You can get more done if you work by yourself.
- Teams work better when all the members are different.

Draw together the children's ideas about community and being together.

## Inquire

The class may already have looked at community in a different context, 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.

*Ubuntu* is a Zulu (or Bantu) word that means 'I am because you are,' or that we're better together. 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.'

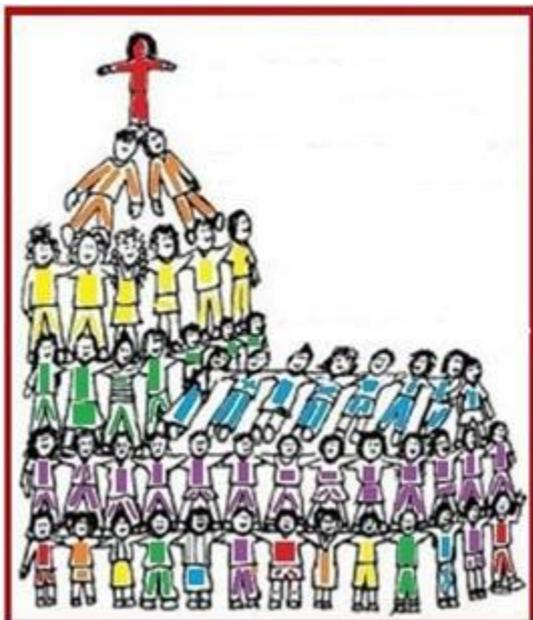


If you haven't used this story already, tell them the story of the person visiting South Africa, who asked the children to have a race and the winner would get a bowl of sweets. To their surprise, the children all linked arms and ran together, then shared the sweets equally, because 'how can one of us be happy if the others are sad?' There is a You Tube version of the story [here](#), or you can read it [here](#).



Ask the children what they think the story means.

If they had to explain it to a child in Y1, what would they tell them?



Christians have a similar idea to *Ubuntu*, the church is the **body of Christ**. We are all members of a body and the body only works properly if we look after every part of it and they all do their job properly. You will find this in 1 Corinthians 12:12-26. You can read it [here](#) in the International Children's Bible.

There's a children's video of the passage [here](#). It's worth noting that this was made for a church context and assumes that the children are Christians – it would be useful to point this out to your class, so they don't think they have to agree with everything it says.

You could introduce this idea with a body jigsaw, there is a version you could use at the end of this resource, or you might like to make your own. You could also use activities such as a [build a body relay](#) or a [hands, feet and mouth race](#) to introduce the idea that every part of the body is important. There are lots of Body of Christ activities online, although most of them are for a Sunday School context and will need adapting to make them suitable for your classroom.

(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. )



**Understanding Christianity *Kingdom of God*** (LKS2 Digging Deeper) uses the Christian concept of the 'Body of Christ' to explore the idea of us all being interconnected. It will be helpful to look at the background information and commentary on pages 8-9 first.

'Making Sense of the Text' suggests some practical ways to explore the idea of all being part of one body, such as acting out being part of a machine or each playing one note of a tune.

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....

How does thinking about the Body of Christ help us understand the idea of Ubuntu / community?

## Contextualise

Christians believe that if they are the body of Christ, then they should be doing the things that Jesus would do if he was still here on Earth. Because he isn't physically here anymore, then they have to be his hands and feet, his ears and eyes, to try and make the world a better place.

What things do the class think Jesus would do if he was on Earth today? Who or what would he look after? What do they think Christians should be doing if they want to be like Jesus?

**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 some Christian charities to see how Christians are acting as Jesus' hands and feet.

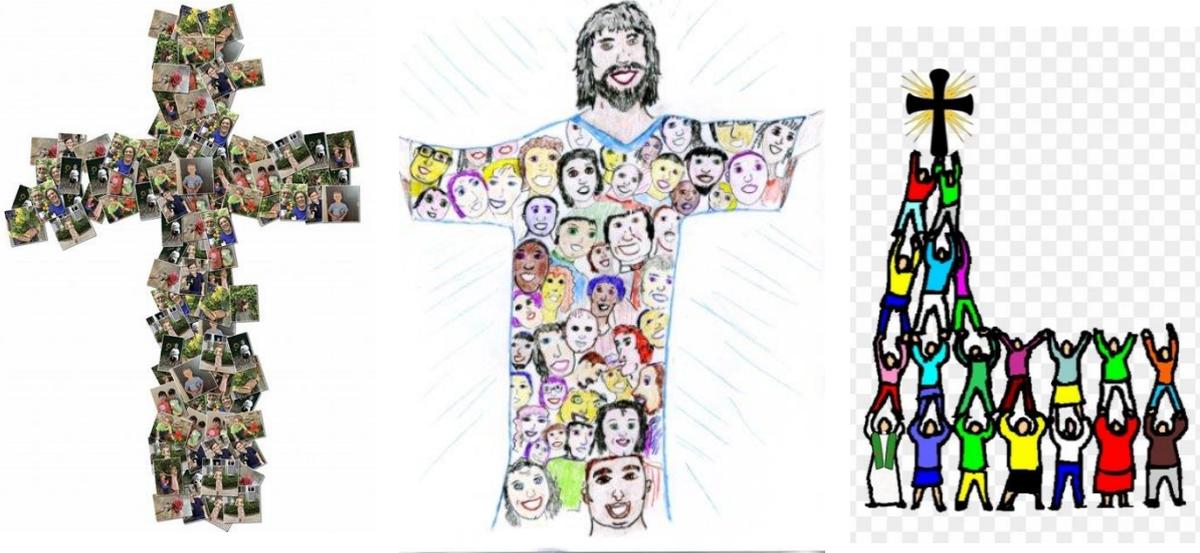
Perhaps you could invite in a visitor from your local church or a local charity and ask them what they are doing to try and make the world a better place. Why do they do these things?

## Everyone matters

An important part of understanding the body of Christ, is accepting that we all have unique gifts that make us special. It would be good to spend some time talking about what makes each member of the class special. You could play a game like Heads and Tails, where everyone stands up and puts their hands on their head or tail (bottom). Flip a coin and everyone who guessed wrong sits down. Repeat this until one person is left, then ask the

children what makes that child special. There are many similar circle time games that allow you to focus on the children's special gifts.

Perhaps you could make your own version of one of these pictures, including the pupils in your class, to show that each of them has something special to contribute to the body. It doesn't have to be overtly Christian, the important idea for the class is that each of them has special gifts and talents and the body would be missing something if they weren't there.



## Evaluate

**Understanding Christianity** (Making Connections) suggests thinking about the opposite idea to the body of Christ, looking after number one and asking what the world would be like if everyone behaved like this. There are ideas for acting out different scenarios where you think about others, or only think about yourself.

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 Debate

You could use this [Spot and Stripe video](#) on friends as a stimulus for your discussion. They ask if it would be better if everyone was friends with everyone.



## Creative activities

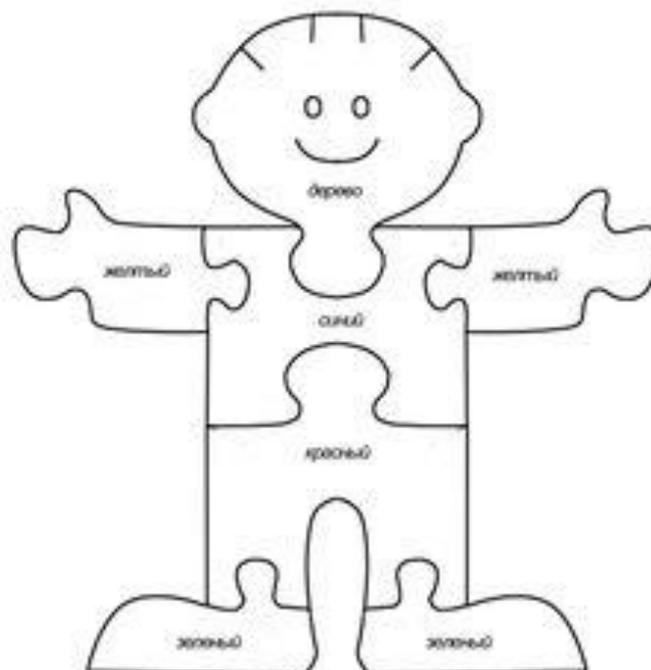
You could either choose an idea from the 'Everyday Ubuntu' booklet, or ask groups to create their own rap / dance / artwork / music / model to show what they have learned about community.

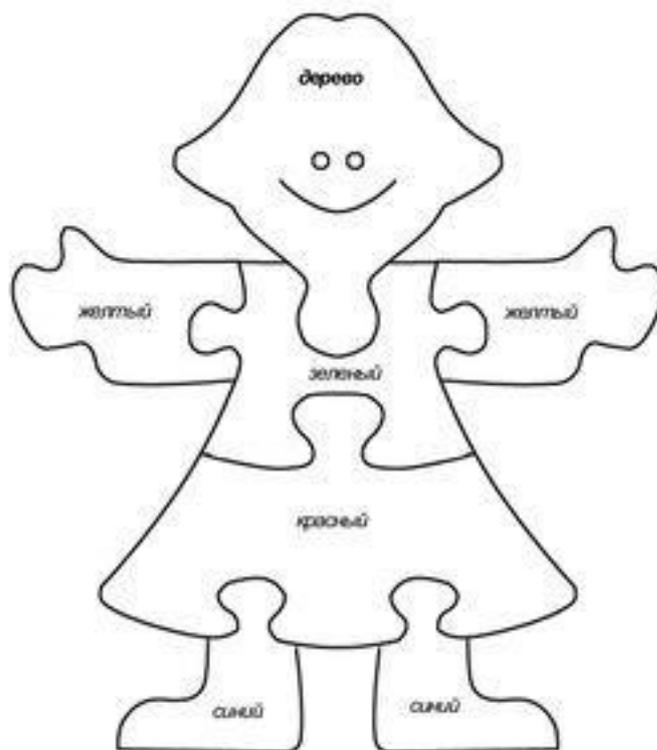
The [Spirited Arts competition](#) has a very useful page with prompts to help pupils talk or write about their work. One of the themes in 2021-2 was a quote from the murdered MP Jo Cox, 'We have far more in common with each other than that which divides us.' This is last year's [winners gallery](#),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



## Practical Project

Could the class plan their own Ubuntu event to build community? It is best if the ideas come from them, 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 YR or their teachers? A community project to clean up the local beach / park / river?





You could enlarge these drawings and copy them on to card. Cut out enough pieces for every child to have one. Ask them to find the other children with the pieces they need to make up the jigsaw.

Alternatively you could make up your own body jigsaw e.g. with a photo from a magazine for the class to assemble. (There are lots of jigsaw templates online)

You may choose to keep back one of the jigsaw pieces and ask if the body is complete without all its parts.

## Communicate and Apply

Use a song such as 'We're all in this Together' to discuss ideas of Community and that we have more in common with each other than that which divides us.

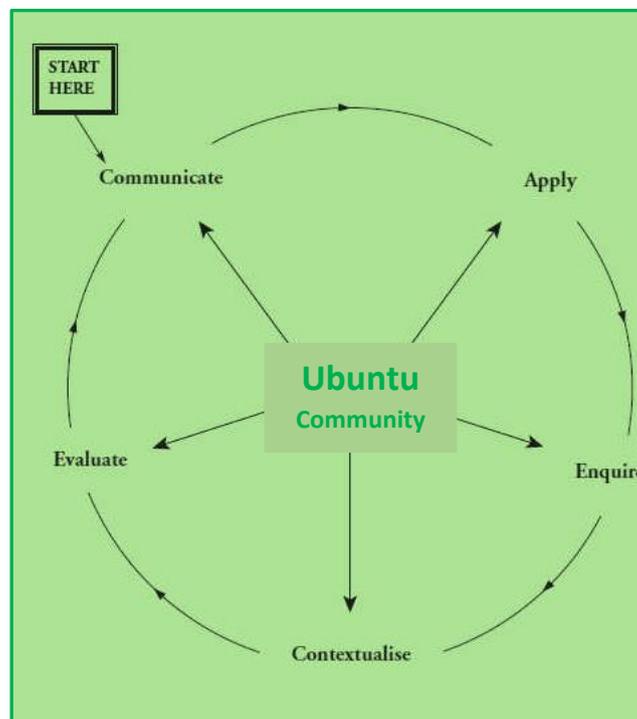
## Evaluate

**Either** a P4C enquiry into *Ubuntu*, e.g. whether we should be friends with everyone.

**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 better together?

Explore the Christian idea of the Body of Christ.

How does this help us understand *Ubuntu / 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?

The body works because every part of it is important. Spend time thinking about the special qualities that each child brings to your class or school.

