

## **Belonging: Help the child understand their place in the world**

**Approximate time:** 20 minute tutor time session

**Materials:** Paper, pen, PC or tablet

**Aim/outcome:** To help students understand their place in the world, how they are connected to the wider world and the people who are there to support them

### **Explanation:**

- Ask each student to draw a small circle in the middle of the page - in the circle ask the student to write their name.
- Ask the student to draw a larger circle around their first circle and in that circle ask them to write all the names of people they live with.
- Ask students to then draw a circle around that circle and write all the names of distant family members or carers they are close too and who support them.
- Ask students to then draw a circle around the circle and write all the names of people they know in their neighbourhood.
- Ask students to then draw a circle around that circle and write all the names of their close friends.
- Ask students to then draw a circle around that circle and write in all the people including students, teachers, reception, librarian, school nurse who are supportive at school.
- Ask students to then draw a circle around that circle and write in the names of people they see out of school and in their neighbourhood that live in the Brighton and Hove area– it could be friends, youth workers, youth club friends, people at their sports club etc.
- Ask students to then draw a circle around that circle for any other people that they know in England such as grandparents or family members who do not live locally, old friends, other friends who have moved away, favourite places that the students go to and the people they know there.
- Finally ask students to draw a circle around that circle for any other people that they know outside of England such as family members, friends, favourite places where students go to and the people they know there.
- Once the students have completed their circles ask the students to discuss with a partner which relationships are important to them and how they feel supported by that person or people.
- Once they have discussed in pairs the important people in their lives ask the class as a whole if anyone would like to talk about their diagram and discuss what relationships are important to them and why.

### **Expansion activity:**

Using a PC or tablet, try to connect the relationship circles together mapping out how the tutor group members' relationships are interconnected.

Ask students to identify people who support them the most and how they can make sure they maintain that support.

### **One-to-one:**

This exercise can be carried out one-to-one with a student with Tutor being supportive suggesting people and ideas.

**Students say:** Students will need to feel safe when they are writing the circles. They may not want other students to know what they have written. Students also may not have many names in their circles - treat this sensitively. Some students will want to keep their relationships private and it is best not to force students to talk about what they have written in their circles.