

# Session 6

# Belonging Together

## Key learning

Children will learn that, despite our differences, we are all connected and that each of us has unique value. By recognizing our interconnectedness, we can grow and flourish together.



## Before the session

### You will need:

- Slides for this session, with sound
- Big ball of yarn
- Pipe cleaners or yarn
- Colourful pasta or straws
- Paper or card (variety of colours)
- *My World, Your World* by Melanie Walsh

## Notes

# Story

## Be Curious (Community)

In this session children are ready to culminate previous activities by exploring how, despite our differences, we are all connected.

### Storybook

Re-read the story *My World, Your World*.

#### Ask:

- What did you notice about the children in the story?  
How were they the same or different from you?
- What is something you like about a friend that makes them special?
- Can you think of something a friend does that makes you smile?
- What do you enjoy doing together, even if you do it in different ways?
- What is something kind or helpful you've seen a friend do, like the children in the book?
- How can we show respect and care for friends who do things differently from us?

# Space

## Be Present (Embrace)



### Activity

### 'I like...' game

Ask the children to sit or stand in a circle. Hold up a ball of wool and explain that you're going to play a game that shows how we are all connected through kindness and friendship.

Start by inviting a child to hold the end of the wool. They then think of someone in the circle they enjoy playing with or appreciate. The child says something kind, for example, "I like playing with Jamie because he shares the blocks with me," and throws the ball of wool to Jamie, while still holding onto their part of the string.

Jamie then holds onto a new part of the wool, says who they like playing with and why, and throws the ball to that person. This continues around the circle, gradually creating a web of connections.

By the end, the wool will have formed a visual reminder that everyone is part of the class community and connected through kindness.

Be intentional with the first few choices. If a child is still building friendships or might otherwise be left out, gently guide the group to include them early on by modelling a turn yourself or inviting a confident child to begin with someone who needs encouragement.

## **Continuous Provision Activities**

### **Option 1:**

#### **Friendship sandwich**

In this activity, children create a 'friendship sandwich' using paper or card (variety of colours), cut into various shapes that represent the layers and ingredients of a sandwich, such as lettuce, sauce, and fillings. Each layer symbolises a special quality or action that makes a good friend, like kindness, sharing, or listening. For example, green paper might represent 'kindness' like fresh lettuce, while red paper could stand for 'helpfulness' like tasty sauce. As children assemble their sandwich layers, they think about and discuss the important qualities that help friendships grow. This hands-on, visual approach helps young learners understand that just like a sandwich is made up of different ingredients, strong friendships are built from many positive qualities working together.

## Option 2:

### Friendship recipes

Children can create a friendship recipe by thinking about the special qualities that make a good friend, such as kindness, sharing, and listening. This can be done on paper plates, card, or any other creative material you have available. The activity encourages children to express what they value in friendships in a fun and imaginative way.

## Option 3:

### Friendship bracelets

Children are equipped with resources to make friendship bracelets to give to a friend or classmate.

This activity works best as a whole-class exercise to ensure that all children have the opportunity to both give and receive a bracelet smoothly and fairly. Alternatively, bracelets can be made by those interested and collected by the teacher, who can then distribute them with adult help once there are enough for everyone.

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# Sanctuary

## Reimagine (Power)



### Bible passage

"So in Christ we, though many, form one body, and each member belongs to all the others."

*Romans 12:5 (NIV)*

This verse teaches children that even though we are all different, we are connected and part of one big family in Christ. It emphasises unity and belonging, helping them understand that everyone matters and has a special role to play, no matter our differences.



## Reflection

**You may want to read this reflection aloud to your pupils.**

Let us take a moment to think about how we are all different and why that is so great.

Imagine we are building a big tower with blocks. Some of us have tall blocks, some have short blocks, and some have colourful blocks. When we put all our blocks together, we can build a cool tower that is strong and beautiful.

Just like the blocks, our differences help us build something amazing. So, let us always remember to be kind and help our friends, because together, we are stronger and happier.



## Prayer

Thank you for all our friends and all the ways we are different, special, and unique. Thank you for considering all of us as equally valuable and important to you and for giving us a place to belong.

Please help us to love and help one another every day.

Amen.



**difference.**