

TEACHER GUIDE / ANSWERS SEPARATE

A place in the group

Autumn 1 · Week 7 · 40 minutes

Describe a group and its shared activity, and identify one action that helps people belong.

Prepare and teach

Thursday 11:00-11:40. BUILD Weekly - Autumn, Humanities C52. Humanities lesson; separate RE period is outside this pack.

- Open the 12-slide deck; print one pupil booklet per learner. Keep this guide separate from pupil copies.
- Read the source cards and answer guidance before teaching. Use the supplied offline sheets; live links are optional.
- Have pencils, highlighters and movable labels available.

Slides	Minutes	Use
1–3	7	Enquiry, retrieval and vocabulary
4–5	9	Read evidence and model thinking
6–7	8	Guided practice and hinge check
8–9	10	Independent response and explanation
10–12	6	Check, listen, improve and exit

Assessment evidence

Keep the first response and a later correction. Note the response method, adult support and one reason the pupil gave. A completed sheet alone does not demonstrate independent understanding.

TEACHING GUIDANCE

Teach, check, respond

Vocabulary

Group | people linked in some way.

Contribution | something you add.

Belonging | being included.

Choice | a way you may join in.

Model and guided practice

Model: Group: a gardening group. Shared activity: care for plants. Contributions: water, label or choose what to plant.

Together: Match choir to singing together. Match gardening group to caring for plants. Name a helpful role in a reading group.

Hinge decision

Which rule helps people belong? A. Everyone must contribute in the same way. B. Agree different useful roles. Choose and explain.

Ask for simultaneous choices, then a reason. If the reason reveals the misconception, revisit one evidence detail before releasing the independent task.

Access without lowering the thinking

Offer two group cards, read the activities, and accept one match plus a chosen welcoming action.

Allow pointing, signing, speech, drawing, writing, dictation or directing an adult. Offer a pass on personal sharing. Use fictional examples; never require a migration story, home address or family disclosure.

Extend the reasoning

Explain how a group could change one rule so a new member can contribute in a different way.

Pupil voice with a response

Offer space and a response choice. Listen, then read the meaning back. Invite the pupil to correct your interpretation. Agree one useful teaching change and act on it next lesson; tell the pupil what their feedback changed.

KEEP SEPARATE FROM PUPIL SHEETS

Answers and misconceptions

1. Groups match their printed activity. Listening, choosing a story, drawing or helping organise can be contributions. Pass remains available.
2. Hinge B. Example welcome: Would you like to listen, choose or draw?
3. Review five outcomes separately. Record achieved with support / independently / next step for each. This is a classroom review, not a qualification award.

Watch for these errors

- Belonging is not earned only by performance or productivity. A pupil who observes or pauses still matters.
- Do not ask pupils to discuss who would be missed if absent; keep attention on inclusion and flexible group roles.

Source details

The pathway Start Here guide contains the original lesson links, factual references and image credits. Source cards are newly written summaries unless explicitly labelled as original-document images. Refer to the larger source sheets when a projected detail is hard to read.