



Who is Fitzy Fox?

Social & Emotional Learning Worksheets for
Teachers/Counsellors

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BELONGING

Humans are social creatures; throughout history we have always lived in groups or communities. We need one another for all sorts of reasons. After reading the story explore the idea of *Belonging* with the students.

Ask the class for their ideas. Answers could include:

- *Protection from wild animals and/or other humans*
- *Help to build homes, hunt for food, care for children*
- *Love, care, emotional support*
- *Bring up children*
- *To make the most of the many different skills we each have; some people can build, some can teach, some can entertain, some can heal, and some can create. As a community, all these skills can be enjoyed and utilised.*

Let's have another look at the story. At the beginning Fitzy Fox wasn't too sure where he belonged. He was asking questions such as 'Who am I?', 'Where do I fit in?', 'Am I a dog or a fox?' He felt confused and unsettled so he just had to find some answers. We know he discovers the answers to these questions in the end and feels much happier for it.

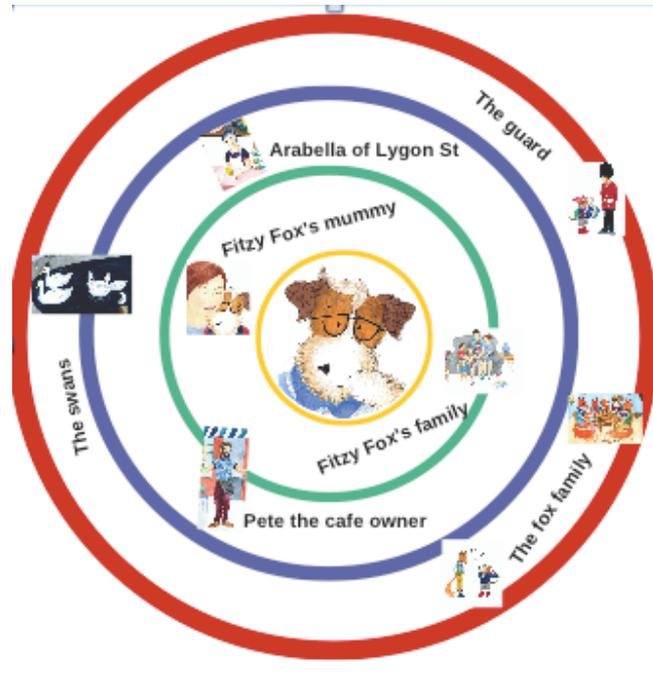
Along the way he also discovers, almost by accident, that he has many connections with others; connections that help him feel valued, significant and secure and connections that make him feel deep down like he belongs ... belongs to his family, the community of Fitzroy and to his country, Australia.

Ask the class: 'Can you think of some examples of Fitzy belonging or connecting to others in the story?' Answers may include:

- *Fitzy belongs to his family; they were so worried about him when he went away and they are so happy when he comes back to them. His mother tells him that they all love him no matter what. He really does belong to his family!*
- *When Fitzy walks around Fitzroy he is known by the shop owners; Pete the café owner and Arabella the ice cream shop owner. Both of these people greet Fitzy in a friendly way and moreover, they know exactly what foods and flavours Fitzy likes!*
- *When Fitzy travels to London he is reminded that he is indeed Australian. The swans at Hyde Park and the foxes from Notting Hill recognise he speaks and barks with a strong Australian accent. He prefers the veggie burgers from home rather than the English steak and kidney pies. He really does come from and belongs to the Land Down Under!*

BELONGING

Share the diagram below with the students. You will see Fitzzy is in the middle with all the people he is connected to around him; his family the closest, next the Fitzroy community and so on (larger diagram on the last page).



Ask students:

'Who are you connected to?' elicit answers.

- Family, extended family,
- Close community: school friends, teachers, team mates, sport coaches, dance teachers, gymnastic squads, friends, cubs/scouts, band and so on.
- Wider community e.g. Clifton Hill, Ringwood, Dandenong, South Yarra, Melton: the shop owners you know to say hello to, your hair dresser, GP, dentist and your favourite café owner.
- Australia; what does it mean to you to be Australian? What makes you feel like you belong to Australia? You might like to draw your favourite Australian animal, the flag, a famous landmark you have visited. Maybe you were you born overseas or your parents born overseas? What makes you feel like you belong to that culture/place?

Students now complete their own *Belonging Worksheet*