Feel-Good Assemblies

Assemblies and Active Reflections

For 3–7 year olds



By Phil Lord



Cycle 1
(Part of a 4-year cycle)

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1. Wise and Foolish Builders – Claudia and Angelika



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

The history of tall buildings is very interesting. Ask if pupils can tell you about any tall building in your area. Some of the oldest tall buildings include the Great Pyramids of Ancient Egypt. The tallest Pyramid, the Great Pyramid at Giza, is nearly 1 and a half football pitches high. A light house is a building that shines a bright light on the top to warn ships on the sea that they are near land and to be careful. The 'Lighthouse of Alexandria' was a light house built along time ago and would have been one of the tallest buildings at the time.

Special churches called cathedrals have been some of the tallest buildings in their time. Lincoln Cathedral became the tallest building in the world for over 300 years. Lincoln Cathedral is still standing today! Another famous structure that can claim to have been the tallest building in the world for a time includes the Eiffel Tower in Paris, France. A couple of hundred years ago, builders in America started making skyscrapers. It became a competition to create the tallest building in the world. New York city has had its share of these skyscrapers; the Singer building, the Chrysler building and the Empire State building could all boast that they were the tallest building in the world, even if wasn't for very long. Many skyscrapers have been built since. The tallest skyscrapers today are much taller than the ones built in America. Different countries compete to have the tallest.

Can anyone tell me what 'good advice' means? Good advice is the information that other people have learned that can help us. Following good advice is like building a house on a firm foundation and avoiding the problems that can stop us. Jesus said that those who act on his words were like those who build on good foundations and those who choose to ignore them build their lives on poor foundations. We could say that about many of the things that we learn at school. We can build firm foundations if we choose to listen to the good advice given by our teachers, our friends and our families. Acting on the good advice may help us to make friends and to be a good friend. There is a difference between good and bad advice, (maybe the theme for another assembly) but if we choose to ignore the good advice because it seems too hard or we can think of a shortcut then we are not building on good foundations.

Claudia and Angelika

My name is Claudia and I want to tell you about when I wanted to build myself a new house. Angelika, a friend of mine, also wanted to build herself a house. Angelika is a builder, she suggested that I find a plot of land that was flat and level. But I had seen the spot that I really wanted, it was next to a stream and the view was amazing. The land that I started building on was very sandy, but I thought that if I could dig down far enough, I'd be able to find a hard enough surface to build my new house upon. I know it wasn't what Angelika had advised but I really wanted my house to be built on this plot.

Angelika had found a spot not too far away, higher up on a rocky hill. I began digging and Angelika began clearing her spot of rocks. The digging was hard, but it looked easier than moving the rocks from Angelika's plot of land. It wasn't long before we both had the walls up, windows in and roof on. I really enjoyed decorating my new house and turning it into my home. It made me very happy. We finished our houses earlier than expected and we had a few weeks to settle in before the winter storms began. I loved my house; it was great to be next to the wonderful stream. I was happy sitting drinking a cup of tea and listening to the relaxing sound of the water passing by. I often visited Angelika, her house had a nice view, but I remember thinking that it wasn't as good as the sound of running water.

As winter began the stream started to run faster and within a couple of weeks it had become a river, but my house was still safe. I had noticed that the land around my house had become rather wet and the sand and soil was always damp. Too wet for making sandcastles and I needed to wear wellies when going to and from my house, it did make me worry about not following Angelika's advice. Well, that's when the trouble began.

One day, I had a big surprise. I noticed a crack starting to appear on my wall. The next day, another crack appeared and this one was even bigger! The day after that, another enormous crack appeared right across my kitchen floor! I was scared my house was going to fall apart with me inside! Angelika said that I could move in with her until the winter was over and maybe I could repair my house. I moved into Angelika's house on the rocks and I could see my house from the window. With each new storm, even more cracks appeared. Eventually the walls couldn't hold the roof beams and the roof fell down into the house.

It was a long and painful winter and I felt very sad. I remember thinking all that hard work was for nothing. Angelika encouraged me. She suggested that we could wait until spring and reuse many of the materials to make a second house. I had already moved all the furniture, but we collected as much material as possible to reuse. Spring was slow to arrive, but it finally came. I asked Angelika if she would help me find a good spot to build my new house – well, I don't want it to fall down again!

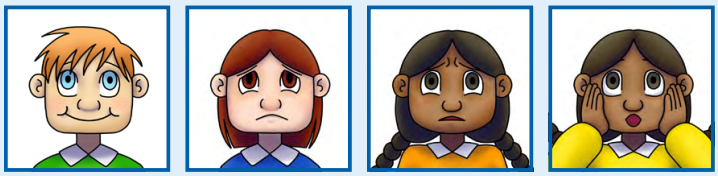
Reflection

At this time of year, it is important that we make the right start to our school year. May we take the good lessons that our teachers, important adults and other children give us in our school and turn them into a good foundation that will help and support us in the future.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad, Fear (worry/scared) and Surprise



Subsidiary Focus – Following good advice

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, fear and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, fear and surprise – Also see **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

1.1 I See, I Hear

- Whilst presenting the assembly 'Wise and Foolish Builders' or the story of 'Claudia and Angelika' emphasise the feelings happy, sad, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

1.2 I See, I Hear

- Recount the story of Claudia and Angelika by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, worry, scared and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

1.3 I See, I Hear

- Recount the story of Claudia and Angelika and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy, sad, worry, scared and surprise. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

1.4 I Feel

- Recount the story of Claudia and Angelika and ask the children to tell a partner their favourite part.
- Use the following to describe how Claudia felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Claudia felt calm and relaxed, she felt good inside.
- Fear/Worried/Scared – whilst acting out a scared face describe in a nervous voice Claudia feeling a bit sick, her stomach may have felt funny and she may have felt a bit hot inside. She couldn't stop thinking about her house falling down.
- Surprised – whilst acting out a surprised face describe in a shocked voice that Claudia's heart suddenly started beating faster and her body would freeze to the spot for a moment.
- Sad – whilst acting out a sad face describe in a sad voice that Claudia may have felt a bit heavy inside and that she might have felt like she wanted to cry.

1.5a I Understand

- Recount the story of Claudia and Angelika and ask the children to tell a partner their favourite part.
- Use the following to help the children understand why Claudia felt happy, worried, scared, surprised and sad. Children copy and practise showing the feelings on their faces.
- Claudia was happy she was building her house.
- Angelika was happy that she was building her house.
- Angelika may have been sad that Claudia ignored her advice.
- Angelika was a little worried (fear) about where Claudia was building her house.
- Claudia was a little worried (fear) when it started raining and she had to use wellies to get to her house.
- Claudia was scared when the cracks started appearing in her house.
- Claudia was happy that Angelika said Claudia could stay with her.
- Claudia and Angelika were sad when the house fell down.
- *Include your own statements.*

1.5b I Understand

- Recount the story of Claudia and Angelika and ask the children to tell a partner their favourite part.
- Ask the children why Claudia may have felt happy, nervous, surprised and sad. Children practise showing the feelings on their faces.
- Claudia was happy she was building her house.
- Angelika was happy that she was building her house.
- Angelika may have been sad that Claudia ignored her advice.
- Angelika was a little worried (fear) about where Claudia was building her house.
- Claudia was a little worried (fear) when it started raining and she had to use wellies to get to her house.
- Claudia was scared when the cracks started appearing in her house.
- Claudia was happy that Angelika said Claudia could stay with her.
- Claudia and Angelika were sad when the house fell down.
- *Include your own statements.*



2. Superheroes and Villains – Lucas the Superhero



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Lucas the Superhero

Lucas loved pretending to be a superhero. Lucas had a superhero costume and he loved wearing it. It had a long blue cape that his grandad would help him to put on. The costume also had a special mask in his favourite colour, orange, and it matched his favourite t-shirt. The t-shirt had a star on it and when Lucus wore his superhero costume he became Star Boy. Lucas would pretend that he could fly up high into the sky and race aeroplanes as they soared amongst the clouds. He imagined that he could fly out into space and touch the stars.

Lucas would often go to the park with his grandad wearing his superhero costume and Lucas was careful not to let anyone know who he really was. He was Star Boy and he had all the superpowers that you can imagine. He could see through trees, so no one could hide. He had super speed and could go down the slide faster than anyone else. He had super strength and could push the roundabout even when his grandad was on it. Pretending to be a superhero made Lucas really happy and everyone could see it in the big smile on his face.

Lucas's grandad would often pretend to be Master Mischief, Star Boy's arch enemy. They would make up stories where Lucas would save the day using his superpowers. Lucas loved playing superheroes with his grandad. Lucas would talk about their adventures all the way back to the house. Lucas was sad when it was time to take off his costume, Lucas would carefully fold the cape and t-shirt and place them carefully with the mask in a special box at the bottom of his wardrobe with some of his other important things. "Until next time you need to save the world Star Boy" Lucas would whisper.

Who is your favourite superhero? Is it Superman because he can fly? Spiderman because he can throw webs or Batman because he's mysterious and just a normal human? *You may want to explain who your favourite superhero is and why.* Ask the pupils to tell you their favourite? If you could have any superpower what would it be? Would it be super strength like the Hulk? Or the ability to heal yourself if you get hurt like Wolverine. You may want to explain what superpower you would like. Ask the pupils what superpower they would like? Many of the superheroes are

known for their actions, stopping criminals, saving cats from trees, averting the world from disaster or just helping an old lady across the road. They don't often show their true identity; they hide behind glasses, 'normal' lives and 'normal' clothes. Peter Parker is just a normal kid in a normal school, but when he puts on the costume he becomes a wall climbing, web-slinging superhero. Like many others, he wears a specialised costume when fighting crime or saving the world. Most superheroes have an arch enemy. Ask the pupils to pair up some superheroes and supervillains. Supervillains are often evil characters who go to extreme lengths to take over the world or create as much damage as they can. Sometimes they have superpowers and other times they are really clever, but they use it for evil purposes.

Have you heard or used the term 'goodies and baddies'? The superhero is often the 'goodie', and evil villain is often the 'baddie'. It's easy to put cartoon characters into these categories; their actions tell us if they are good or bad. Now the important question this morning is which one are you? Are you a goodie or a baddie? I think the answer is a little more complicated than being just a goodie or baddie. Actually, I don't know if anybody thinks of themselves as a baddie. *If you have children use them as an example, or you could use a niece, nephew or friend's children, etc.* My children generally do good things, they are kind, they are helpful, and they often do what they are asked to do. But sometimes they aren't so good, they aren't always nice to their brother or sister, or sometimes they find themselves saying the wrong thing and getting into trouble. Generally, I try to do the right thing, but I know that I can say or do the wrong things too and I can make life harder for someone else. Does that make me a 'goodie' or a 'baddie'? We are probably a bit of both. It's easy to label other people as 'good' or 'bad', but it's important to remember that we all have the ability to do good things and do bad things.

If we know that we all do good and bad things then it can help us to forgive ourselves when we do or say something wrong. We can all try to do and say the right things, but we also know that we will all fail as well, and that is okay and all part of getting better at doing the right things. Knowing that we all do good things and bad things can help us to forgive others for the wrong things they do. Is it right to not like someone when they have said something unkind to you if you have said unkind things about others in the past?

A cartoon 'baddie' will probably only say unkind and horrible things, a 'goodie' will only say nice and helpful things. Knowing that we all have the option of being the 'goodie' or the 'baddie' can help us to make the right choices whatever is going on around us. Sometimes, we may think of being unkind or saying hurtful things, we know that we can change the situation by saying words that are kind and helpful.

It is easy to call other people 'good' or 'bad', but it's important to remember that we are all able to be good or bad, including me and (name a really nice teacher). It was for this reason, Jesus told his followers that they shouldn't judge others, or God would judge them. He used the example of a man who notices a piece of dust in his brother's eye while failing to see the large piece of wood that was ruining his own view. The man can't help his brother until he is able to remove the wood from his own eye. Rather than seeing someone as a baddie, we should all give people a second chance and hope that when we need it, we'll get a second chance too.



Reflection

It is important for us to remember that we have the capacity to be good and bad. May we celebrate the goodies in all of us and may we not judge too harshly when people do us wrong. May we be reminded to say sorry when we know that we have wronged others.

Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad and Love



Subsidiary Focus – Forgiveness

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, and love – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, and love – Also see **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

2.1 I See, I Hear

- Whilst presenting the assembly 'Superheroes and Villains' or the story 'Lucas the Superhero' emphasise the feelings happy, sad and love. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

2.2 I See, I Hear

- Recount the story of Lucas the Superhero by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, and love. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

2.3 I See, I Hear

- Recount the story of Luas the Superhero and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy, sad, and love. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

2.4 I Feel

- Recount the story of Lucas the Superhero and ask the children to tell a partner their favourite part.
- Use the following to describe how Lucas felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Lucas felt his insides bubbling with excitement, it made him feel good inside.
- Sad – whilst acting out a sad face describe in a sad voice that Lucas felt disappointed, he would sigh and his belly would feel a bit empty. He didn't want to cry, but he was a little bit sad.
- Love – whilst acting out an interested face describe in a keen and interested voice that Lucus couldn't stop thinking about being a superhero, he would imagine stories in his head which made him feel happy inside.

2.5a I Understand

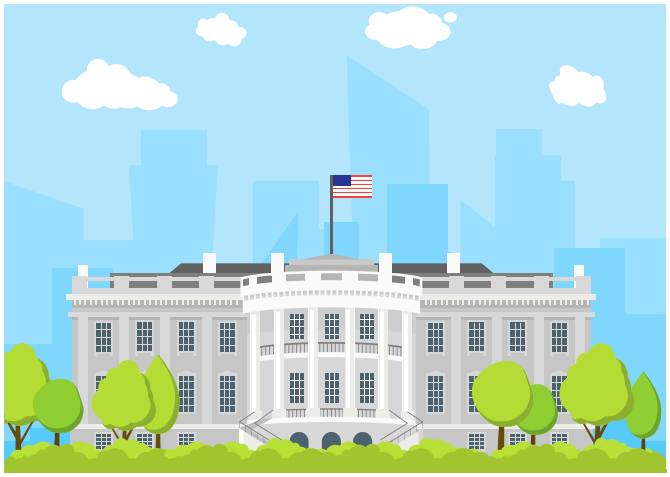
- Recount the story of Lucas the Superhero and ask the children to tell a partner their favourite part.
- Use the following to help the children understand why Lucas felt happy, sad and why he loved being a superhero. Children copy and practise showing the feelings on their faces.
- Lucas liked/loved wearing his Star Boy costume.
- Lucas liked/loved playing with his grandad in the park.
- Lucas felt happy when he was pretending to be 'Star Boy'.
- Lucas was sad when he had to take off his superhero costume.
- I wonder if Star Boy was ever scared when he met his arch enemy 'Master Mischief'?
- *Include your own statements.*

2.5a I Understand

- Recount the story of Lucas the Superhero and ask the children to tell a partner their favourite part.
- Ask the children why Lucas felt happy, sad and why he loved being a superhero. Children copy and practise showing the feelings on their faces.
- Lucas liked/loved wearing his Star Boy costume.
- Lucas liked/loved playing with his grandad in the park.
- Lucas felt happy when he was pretending to be 'Star Boy'.
- Lucas was sad when he had to take off his superhero costume.
- I wonder if Star Boy was ever scared when he met his arch enemy 'Master Mischief'?
- *Include your own statements.*



3. A Right Royal Welcome – Jesus Heals a Deaf Man



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Can anyone tell me what the word 'welcome' means? A welcome is the way a person is greeted and spoken to when they arrive somewhere. Welcome can also be the way a person feels when they have arrived somewhere. The word welcome comes from an old English word 'wilcuma' which meant 'a welcome or wanted guest'. Wilcuma is made up of two old English words, 'Wil' from 'willa' which meant 'wanted' and 'enjoyment' and 'Cuma' from 'cuman' which meant 'to come' (which sound a bit like 'come-on', 'cum-an'). Welcome is both something that we feel and something that we can do (an action). We can feel welcome from the welcoming actions that we receive from others.

If we knew someone important was visiting the school, what could we do to make them feel welcome? In America, if an important person, like a queen or king is visiting the president, they may receive a formal 'State Arrival Ceremony'. This ceremony is attended by members of America's Army, Navy and Airforce. All the flags of the various states that make up the USA are held by members of the armed forces. The president and their partner will attend the ceremony, and there may also be over 4000 other guests. There will be trumpets, music and a 19 or 21 gun salute. After the state arrival ceremony, there will often be a special dinner in honour of the important guest.

Well, that all sounds very impressive, but I can honestly say that I have never had a welcome like that, well not yet! Feeling welcome is important, can you remember your first day at school, or can staff remember your first day at work? What is your lasting memory of your first day? Is it of some event like a welcome assembly or an interesting first lesson or is it of a friendly and a welcoming person that was kind to you? For many of us, it will be the friends we first met and the interaction between others that will become a lasting memory.

Jesus Heals a Deaf Man

Use a puppet, or have another staff member tell the story.

In the Bible there is a story about how Jesus made one person feel welcome. We're going to hear from him now:

Hi, well I'm going to tell you about a time when I first met Jesus, well I say met Jesus, what I actually mean is, Jesus met me. I was deaf, which meant I couldn't hear. I knew that Jesus was going

around healing people and making them better. I asked my friends to see if they could take me to see him, you know, on the off chance he might make me hear. My friend's were sad because they knew I couldn't hear. My friends agreed and managed to take me right up to see him. My friends asked Jesus if he could make me hear. Amazingly Jesus looked straight at me. There was a great crowd of people around us and I felt scared. There were lots of people around and everybody was watching me. They were waiting to see what would happen next. Jesus carefully took me by the arm and led me away from the crowd to a quiet part of the town. It made me feel much better although I was still a bit nervous. Jesus touched my ears, which sort of made sense as I was deaf. Jesus looked up into heaven, sighed and then said 'be opened' and immediately I could hear perfectly. I was so surprised and really happy. I went around telling everybody that would listen all about how Jesus had made me hear properly.

Jesus took the deaf man away from the crowd so that he could receive Jesus' full attention. The deaf man may not have understood if Jesus had explained to him what he was going to do, so it is thought that Jesus acted out the healing so that the man would know what was happening. Jesus touched the man's ears to show that he was healing his hearing.

How welcome do you think the deaf man felt. When Jesus met the man for the first time, he could have touched his ears, said 'be healed' and quickly carried on to heal the next person. The deaf man may have been healed but he wouldn't have felt welcome. Jesus made the deaf man feel welcome by giving him his full attention and thinking about the best way to communicate with him. We will make other people feel welcome by giving them our full attention.

Feeling welcome is often connected with how other people welcome us. If we welcome someone by ignoring them, or by thinking about ourselves rather than them, then we will probably not make them feel welcome. We may not be able to provide a new person or visitor with an American style 'State Arrival Ceremony', but we can certainly make them feel welcome by giving them our attention and understanding.

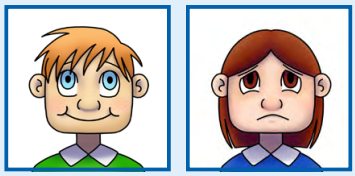
Reflection

I'm sure we are all thankful for warm welcomes. We are grateful for people who take the time to show us care and concern, who give us their attention and understanding especially at times when we feel awkward and lonely. May we be caring and concerned when we meet new people or new people start our school, help us to give them our attention and understand how they might be feeling.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad, Fear and Surprise



Subsidiary Focus – Making someone feel welcome

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, fear and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, fear and surprise – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- Small ball (table tennis ball) and larger ball (tennis ball)

** Included in the Teacher's Guide.*

3.1 I See, I Hear

- Whilst presenting the assembly 'A Right Royal Welcome' or the story 'Jesus Heals a Deaf Man' emphasise the feelings happy, sad, scared and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

3.2 I See, I Hear

- Recount the story of Jesus healing the deaf man by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, scared and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

3.3 I See, I Hear

- Recount the story of Jesus healing the deaf man and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy, sad, scared and surprise. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

3.4a I Feel

- Recount the story of Jesus healing the deaf man and ask the children to tell a partner their favourite part.
- Use the following to describe how the deaf man and his friends may have felt during the story **(also see 'I Feel Descriptions')**.
- Sad – whilst acting out a sad face describe in a sad voice how the deaf man's friends may have felt a bit heavy inside and that they might have felt like they wanted to cry.
- Fear/Nervous – whilst acting out a scared face describe in a nervous voice the deaf man feeling a bit sick inside, his stomach may have felt funny and he may have felt a bit hot inside.
- Surprise – whilst acting out a surprised face describe in a shocked voice the deaf man's heart suddenly beating faster and his body freezing to the spot for a moment.
- Happy – whilst acting out a happy face describe in a happy voice how the deaf man felt really good inside, his body was starting to relax and feel normal.

3.4b I Feel

- Recount the story of Jesus healing the deaf man and ask the children to tell a partner their favourite part.
- Use the following to describe how the deaf man and his friends may have felt during the story **(also see 'I Feel Descriptions')**.
- Sad – whilst acting out a sad face describe in a sad voice how the deaf man's friends may have felt a bit heavy inside and that they might have felt like they wanted to cry.
- Nervous – whilst acting out a scared face describe in a nervous voice the deaf man feeling a bit sick inside, his stomach may have felt funny and he may have felt a bit hot inside.
- Surprise – whilst acting out a surprised face describe in a shocked voice the deaf man's heart suddenly beating faster and his body freezing to the spot for a moment.
- Happy – whilst acting out a happy face describe in a happy voice how the deaf man feeling really good inside, his body was starting to relax and feel normal.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings that the man (or his friends) felt in the story? Would the man feel a small bit of happy or would he be excited?

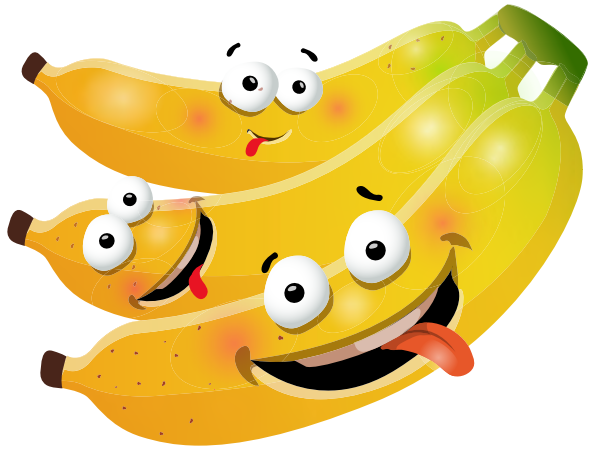
3.5a I Understand

- Recount the story of Jesus healing the deaf man and ask the children to tell a partner their favourite part.
- Explain why the man or his friends felt sad, nervous, surprised and happy.
- Sad – the deaf man's friends were sad that their friend couldn't hear and couldn't easily join in when they were talking.
- Nervous – the deaf man may have felt scared because all of the people around them were looking at him wondering what was going to happen next.
- Surprise – the deaf man would have been surprised with all the sound that he began to hear. (Play some music and ask the children to cover their ears and then uncover them – can they describe what they heard when they covered and then uncovered their ears).
- Happy – the deaf man may have felt happy or even excited that he could hear for the first time.

3.5b I Understand

- Recount the story of Jesus healing the deaf man and ask the children to tell a partner their favourite part.
- Ask the children why the man or his friends felt sad, nervous, surprised and happy.
- Sad – the deaf man's friends were sad that their friend couldn't hear and couldn't easily join in when they were talking.
- Nervous – the deaf man may have felt scared because all of the people around them were looking at him wondering what was going to happen next.
- Surprise – the deaf man would have been surprised with all the sound that he began to hear. (Play some music and ask the children to cover their ears and then uncover them – can they describe what they heard when they covered and then uncovered their ears).
- Happy – the deaf man may have felt happy or even excited that he could hear for the first time.

4. Don't Judge a Banana by its Spots – Why Monkeys Own all the Bananas



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Why Monkeys Own all the Bananas. (Based on the story by Elsie Spicer Eells 1980-1963 – Possibly a South American Folktale)

Once upon a time when the world was still young and there was only one type of banana there lived a woman. For a long time, she had gathered bananas from her large garden full of banana plants. But now she was beginning to feel old, she found it difficult to gather the bananas so she decided to ask the chief monkey if he would help.

She told the monkey if he collected the bananas from her garden, he could keep half of them for himself. The biggest monkey agreed, but he thought to himself, I'll give the woman the small, wrinkled bananas with brown spots and I'll keep all the nice big fat ones for myself.

The woman was very angry. She decided to teach the biggest monkey a lesson. She made a boy out of sticky wax and placed a basket full of bananas on his head. The monkey saw the boy with the bananas on his head and asked if he could have one. The boy didn't reply. The monkey asked again and again the boy didn't say a word. The monkey became angry. He shouted 'I want a banana!'. But the boy just stood still like a wax figure should.

The monkey pushed the boy, but because the boy was made of wax the monkeys hand sunk into the and wax and became stuck. The monkey was surprised, he pushed the boy with his other hand, but the hand sunk into the wax. The monkey tried to push himself free with his feet, but they became stuck in the wax.

The monkey was scared that he was going to be stuck for ever. He began shouting the other monkeys to come and rescue him. The monkeys worked together but they couldn't pull the largest monkey free. They had an idea. They waited until the midday when the sun was in the middle of sky. They lifted the monkey as high as they could. The wax boy soon began to melt and the largest monkey managed to set himself free.

The woman was furious, but from then on the monkeys thought that all the bananas of the world belonged to them.

How many different types of fruit do you think there are in the world today? Allow pupils to try and answer. It was a trick question because it isn't known how many types of fruit there are in the world, there are probably lots of fruit that we haven't discovered yet. Do you know which is the most popular fruit in the UK? Answer: Banana. How many varieties of bananas do you think exist? Allow pupils to try and answer.

There are believed to be over 1000 varieties of bananas. The most common variety of banana in the UK is called the Cavendish banana. Other varieties include the Manzano or 'apple banana' which tastes a bit like strawberries and apples. Red bananas have red skins and have a hint of raspberry flavour, they also contain more vitamin C than other types of bananas. Can you guess why a variety called the nino banana is also known as the 'baby' banana? It is a yellow banana that is only about 10cm long.

Some interesting Banana facts: (Source: http://www.bananalink.org.uk)

- Bananas are the most popular fruit in the world.
- Bananas are the main food for some poorer countries.
- The word banana comes from the Arabic word "banan", meaning finger.
- Written references about bananas date back over 2500 years.
- Bananas are grown in 150 countries, mainly tropical (hot) areas like Africa, Latin America, the Caribbean and the pacific.
- The banana plant is not a tree, it is the world's largest herb.
- The "trunk" of a banana plant is not made of wood, it is made of tightly overlapping leaves.
- A stem of bananas consists of "hands", which consist of 10 to 20 bananas. When a hand is split, the bananas become "clusters", which generally consist of between three to eight bananas.
- In Britain, we eat over five billion bananas every year.
- On average each person in the UK eats 10kg bananas a year – about 100 bananas!
- A medium-sized banana contains only 95 calories and provides a quick-but-sustained energy boost in a natural, nutritious and easily digestible form with no fat, cholesterol or sodium (salt).
- British Banana supplier, Fyffes, started importing bananas in 1888.
- The inside of a banana skin can be used to polish shoes!

Who here likes to eat bananas? Although we eat over five billion bananas each year, we also throw a lot of them away. It is thought that we throw away so many bananas because we in the UK generally like to eat them before they are ripe (before they go soft). Cavendish bananas start off green, they turn yellow and develop black spots as they ripen and soften. Who likes to eat the banana when it has brown spots? Supermarkets throw away many of the bananas when they have brown spots because we generally like to buy them when they are still green. To reverse this problem, we need to buy and eat them when they have their brown spots and then shops and the public would stop throwing away perfectly good bananas. It is probably right to say that we in the UK judge bananas on what they look like, not on how healthy they are. Some scientists think that



soft bananas are easier to digest and our bodies are better able to break down the sugars, turning them into energy.

So therefore, a spotted banana may be healthier than a green one. Have you heard the common phrase, 'you can't judge a book by its cover'? Well it turns out that you can't judge a banana by its spots. Every day we all make lots of judgements for all sorts of reasons, we meet new people or have the opportunity to try new activities and learn new skills. Sometimes we have a go and at other times we refuse because we don't know what it is going to be like. When a new person starts school we might decide we're not going to be friends with them, even before we know what that person is like. Like the banana, if you make the wrong judgement you might be throwing away something that is actually very good for you.

Reflection

Let us be thankful for the experiences and the friends that we already have. We also know that we will have new experiences and find new friends in the future. May our choices and judgements mean we never miss out on good opportunities.

Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Anger, Fear and Surprise.



Subsidiary Focus – Don't judge

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for anger, fear and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for anger, fear and surprise – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)

** Included in the Teacher's Guide.*

4.1 I See, I Hear

- Whilst presenting the assembly 'Don't Judge a Banana by its Spots' or the story 'Why Monkeys Own all the Bananas' emphasise the feelings anger, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

4.2 I See, I Hear

- Recount the story of Why Monkeys own all the Bananas by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings anger, fear and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

4.3 I See, I Hear

- Recount the story of Why Monkeys own all the Bananas and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings anger, fear and surprise. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

4.4a I Feel

- Recount the story of Why Monkeys own all the Bananas and ask the children to tell their partner their favourite part.
- Use the following to describe how the woman and the chief monkey felt during the story **(also see 'I Feel Descriptions')**.
- Anger – whilst acting out an angry face describe in an angry voice that the woman and the monkey may have felt hot inside, their hearts began beating faster in their chests, their legs and arms went stiff and they had a funny feeling in their tummies.
- Scared – whilst acting out a scared face describe the monkey feeling a bit sick inside, his stomach may have felt funny and he may have felt panicky, like he was losing control.
- Surprised – whilst acting out a surprised face describe in a shocked voice the monkey's heart suddenly beating faster and his body freezing to the spot for a moment.

4.4b I Feel

- Recount the story of Why Monkeys own all the Bananas and ask the children to tell their partner their favourite part.
- Use the following to describe how the woman and the chief monkey felt during the story **(also see 'I Feel Descriptions')**.
- Anger – whilst acting out an angry face describe in an angry voice that the woman and the monkey may have felt hot inside, their hearts began beating faster in their chests, their legs and arms went stiff and they had a funny feeling in their tummies.
- Scared – whilst acting out a scared face describe the monkey feeling a bit sick inside, his stomach may have felt funny and he may have felt panicky, like he was losing control.
- Surprised – whilst acting out a surprised face describe in a shocked voice the monkey's heart suddenly beating faster and his body freezing to the spot for a moment.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls (not a football)) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. Would the monkey feelings of being scared grow the longer he was stuck to the boy made of wax?

4.5a I Understand

- Recount the story of Why the Monkeys own all the Bananas and ask the children to tell a partner their favourite part.
- Use the following to help the children understand why the woman and the chief monkey felt angry, scared and surprised. Children copy and practise showing the feelings on their faces.
- Anger – the woman was angry that the monkey kept all the best bananas to himself.
- Anger – the chief monkey was angry because the wax boy wouldn't give him a banana.
- Anger – the woman was angry that the chief monkey was rescued.
- Scared – the chief monkey was scared because he was stuck to the wax boy.
- Surprise – the chief monkey was surprised when he became free from the wax boy.

4.5b I Understand

- Recount the story of Why the Monkeys own all the Bananas and ask the children to tell a partner their favourite part.
- Ask the children why the woman and the chief monkey may have felt angry, scared and surprised. Children practise showing the feelings on their faces.
- Anger – the woman was angry that the monkey kept all the best bananas to himself.
- Anger – the chief monkey was angry because the wax boy wouldn't give him a banana.
- Anger – the woman was angry that the chief monkey was rescued.
- Scared – the chief monkey was scared because he was stuck to the wax boy.
- Surprise – the chief monkey was surprised when he became free from the wax boy.

5. Road Safety Rules – Janie, Slow Down!



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Janie, Slow Down!

Today was not just another normal school day. Janie was excited (happy) because she was going on a school trip to the zoo. Janie's mum had laid her clothes out ready the night before, so Janie was up and dressed in no time. "Janie, slow down, you don't need eat so quick, you'll make yourself feel ill!" said her mum at the breakfast table. Janie cleared away the breakfast bowls and put on her shoes and coat and sat in her wheelchair waiting for mum and Gracie, her older sister to finish getting ready. They lived on a busy road and mum always looked out the front door to make sure that it was safe for Janie to wheel herself out amongst the other pedestrians on the way to work or school. Janie wanted to get to school extra fast today, and she kept wheeling herself ahead of Gracie and her mum. "Janie, slow down!" said mum.

They came to the pedestrian crossing that crossed their busy road. Janie loved to be the one that pushed the button that made the red man light up. They waited for the traffic to stop and the little red man to change to a little green man. The road was so big that they only crossed to an island in the middle of the road. Janie pressed the button to light up the red man and waited. It seemed like ages until the cars stopped and the green man lit up again. Janie was the first across. "Janie, slow down!" said mum.

Janie made sure that she wasn't too close to the edge of the pavement. When the big buses passed them, she could feel the warmth and smell of the engines. Janie didn't like it, she felt a bit scared. They turned off the main road onto a quieter road. They would normally cross a little way down away from the busy junction. Janie's mum asked Gracie if she could remember the 'Green Cross Code'. Gracie replied that first they needed to find a safe place to cross. They found a part of the road that was free of parked cars so they could see up and down the road. Number two was to stop before they got to the kerb and not stand on the road. Third they should look all around for traffic. Janie reminded them that they should listen for traffic as well. There were a few cars passing, Gracie said number four was to let any vehicles pass. Gracie told them number five was cross when is safe to cross. They all walked (and wheeled)

across the road. "Jaine, slow down!" said mum.

They turned into another road and Janie, Gracie and mum made their way to the zebra crossing where a nice crossing patrol lady was waiting for them. She had a big red and yellow sign with the word stop on it. It made Janie think of a big lolly pop. The crossing patrol lady held up the lolly pop and when a couple of cars stopped at the zebra crossing, she waked to the middle of the road. She stopped and signalled for Janie's and some other families to cross the road. "Always walk in front of the cross-patrol," Gracie said as Janie looked up at the nice lady dressed in her bright yellow coat. As they entered the school gates, mum turned to Janie and said, I wonder if you'll see a zebra crossing at the zoo.

Has anyone heard of the highway code. It's a type of rule book for people who drive or ride on our roads or ride, scoot, skate, wheel or walk along our pavements. It was launched a long time ago (in 1931) and it has changed over the years to reflect the way we use our roads. The Green Cross Code was introduced for pedestrians in the 1978 edition. 'Stop, look and listen' was taught to children to help them safely cross as more and more cars were using the roads.

The Highway Code is a rulebook. It helps everybody to use our roads safely. Without everybody choosing to obey the rules and advice within it, driving and walking to school would be dangerous. If some people decided to disobey and drive through a red light at a pedestrian crossing, or if pedestrians decided to walk down the middle of the road it wouldn't take long before the roads would become unusable. Around us we have many rules, there are school rules, and in our society we have many laws. Religious books like the Bible, Qur'an and Torah provide guidance on how to live. Many non-religious people think of religious texts as listing lots of do's and don'ts. In reality, many religious holy books map out a way of life. They provide a set of rules or instructions that ensure that individuals and communities are able to successfully walk the journey of life, from birth to death and beyond. The Highway Code provides a common purpose for those using the roads in the UK. Many instructions and rules outlined in any society support and help ensure that people can go about their lives safely.

Generally, school rules help to ensure that everyone is able to learn in a safe and happy place. Understanding how rules and instructions help us is an important part of deciding if we are going to obey them or not. The more we understand why certain rules or that certain instructions are given, the more it will help us to make right choices.

Has anyone heard of the golden rule? When asked, which was the greatest commandment in the law, Jesus didn't just reply by telling them the first of the ten commandments, 'you must love the Lord your God with all your heart, all your soul and all your mind.' He replied by stating the second as well: 'You shall love your neighbour as you love yourself'. Jesus went on to say that all the other laws are based on these two commandments. It is the role of society and schools to make sure that rules are fair for everybody. Jesus said that we should do to others what you would like them to do to you. Many cultures and communities have a similar rule and it is often called 'The Golden Rule'. Can you imagine what the world would be like if everybody lived by this golden rule?



Reflection

We are thankful for the gift of our community. Like the Highway Code helps to ensure that the roads are safer places, we know that our school rules help us to travel through our educational journey. May we understand why we are here and to get the most out the opportunities it provides.

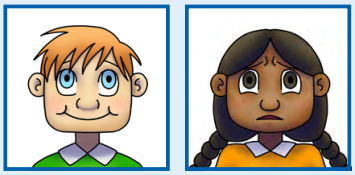
Green Cross Code

1. Find a safe place to cross.
2. Stop just before the kerb.
3. Look all around for traffic and listen.
4. If traffic is coming, let it pass.
5. When it is safe, go straight across the road – do not run, keep looking and listening while crossing.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy (excited), Fear



Subsidiary Focus – Green Cross Code

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy and fear – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy and fear – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of***
- Small ball (table tennis ball) and larger ball (tennis ball)

** Included in the Teacher's Guide.*

5.1 I See, I Hear

- Whilst presenting the assembly 'Road Safety Rules' or the story 'Janie, Slow Down!' emphasise the feelings happy (excited) and fear (scared). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

5.2 I See, I Hear

- Recount the story of Janie, Slow Down! by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (excited) and fear (scared). Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

5.3 I See, I Hear

- Recount the story of Janie, Slow Down! and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy (excited) and fear (scared). Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

5.4a I Feel

- Recount the story of Janie, Slow Down! and ask the children to tell a partner their favourite part.
- Use the following to describe how Janie may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy (excited) – whilst acting out a happy, excited face describe in a happy and excited voice how Janie felt really jumpy inside, she couldn't stop thinking about the zoo, she felt so happy her head felt a bit dizzy.
- Scared – whilst acting out a scared face describe in a nervous voice that Janie may have felt like she wanted to get away from the side of the road, her stomach may have felt funny and she may have felt a bit hot inside.
- Roleplay the Green Cross Code. Remind children they should never cross the road without an adult.

5.4b I Feel

- Recount the story of Janie, Slow Down! and ask the children to tell a partner their favourite part.
- Use the following to describe how Janie may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy (excited) – whilst acting out a happy, excited face describe in a happy and excited voice how Janie felt really jumpy inside, she couldn't stop thinking about the zoo, she felt so happy her head felt a bit dizzy.
- Scared– whilst acting out a scared face describe in a nervous voice that Janie may have felt like she wanted to get away from the side of the road, her stomach may have felt funny and she may have felt a bit hot inside.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings that the Janie felt in the story? **(see Variations of Happy and Fear*)**
- What's the difference between feeling happy and feeling excited?
- What's the difference between feeling a bit scared and being really frightened?
- Roleplay the Green Cross Code. Remind children they should never cross the road without an adult.

5.5a I Understand

- Recount the story of Janie, Slow Down! and ask the children to tell a partner their favourite part.
- Recount the Green Cross Code.
- Explain why Janie felt excited and scared.
- Excited – Janie was going on a school trip and she felt excited. She was looking forward to seeing the animals. What animals would the children be excited to see at the zoo?
- Scared – Janie was a bit scared of the buses passing her on the road. She didn't like the noise and the warmth from the engines as they passed close to her on the road.
- Roleplay the Green Cross Code. Remind children they should never cross the road without an adult.

5.5b I Understand

- Recount the story of Janie, Slow Down! and ask the children to tell a partner their favourite part.
- Recount the Green Cross Code.
- Ask the children why Janie felt excited and scared.
- Excited – Janie was going on a school trip and she felt excited. She was looking forward to seeing the animals. What animals would the children be excited to see at the zoo?
- Scared – Janie was a bit scared of the buses passing her on the road. She didn't like the noise and the warmth from the engines as they passed close to her on the road.
- Roleplay the Green Cross Code. Remind children they should never cross the road without an adult.



6. Harvest – Jesus Feeds the Five Thousand and Hoot at Hunger



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Each year around late September, early October, Harvest festivals are celebrated in schools and churches right across the UK. Have any of you been to a Harvest festival? What happened at the Harvest festival that you have been to? 'Harvest' refers to the time when farmers gather in different crops like wheat, barley and rye. Many cultures celebrate the collection of the harvest. They show that they are thankful with singing, dancing, praying and presenting the collected food.

In the UK, traditional harvest festivals involve decorating churches (and schools) with baskets of bread, fruit, vegetables and tinned food to remind us to be thankful for what we have. Church services include certain hymns and songs that remind people of the importance of the seasons, the rain and the sunshine that make it possible for the grains to be grown. People show that they are thankful for their food by sharing it with others who may not have enough to eat. After the Harvest Festival church service, the food that has been put on display is usually given to people in need to show care and concern. Church sermons around this time of year may focus on accounts in the Bible that refer to food.

Jesus Feeds the Five Thousand

One day, whilst Jesus was teaching a crowd of over five thousand people, his friends, the disciples, came to him and told him to send the crowd to the local town to get some lunch. They were sad because they knew the people were hungry. Jesus told his friends to feed them. They were surprised, we can't feed five thousand people they said. A small boy had five loaves and two fish and was happy to give them to Jesus. Jesus took the bread, gave thanks to God, and started to break it into pieces and give it to the people around him. As the disciples handed out the bread and fish, so more bread and fish kept coming and eventually all five thousand men were fed with enough bread left over to fill twelve baskets. Jesus's friends were surprised and amazed.

In the UK, we are fortunate that there is plenty of food in the shops and supermarkets. Whether we have enough to eat or not is often based on the amount of money we earn rather than how good the harvest is. But for many people around the world today and throughout history, harvest was and is a time that you find out if you are going to go hungry or not. If there is a good harvest and lots of food is

collected, then there is lots of food to be eaten or sold. If the harvest is poor and not a lot of food is collected, then there won't be lots of food to eat or be sold and people will probably go hungry.

Kwame Hoots At Hunger

Kwame lived near the city of Accra, the capital city of the West African country of Ghana. His family lived on a farm and after school, Kwame would come home and do whatever he could to help out. There was plenty to do and Kwame was happy being useful. It was coming up to harvest season. His family had planted yams about 9 months ago and it was nearly time to harvest them. Kwame's grandma would often be heard telling people to be quiet, especially if Kwame's younger brother and sisters got too excited and started shouting. She would tell them that they needed to let the gods get on with their work making the crops grow. She would get very angry if anyone started banging a drum whilst the yams were growing.

When it was time to harvest the yams, Kwame would help his dad dig to get the yam out of the soil. They cut the yam just above the roots. They put the root back in the hole and Kwame covered it with the soil. Once all the yams had been harvested it was time to celebrate. Kwame and his family would celebrate Homowo, also called the hoot at hunger festival. There was dancing, drumming, singing and lots of really nice food. Kwame enjoyed it when everybody started hooting, his grandma said we are hooting at hunger, because they'd eat well this year.

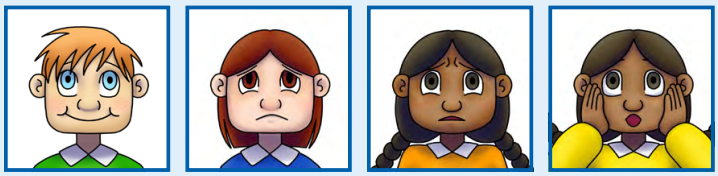
Harvest time reminds us that we should not take our food for granted. The miracle of 'the feeding of the five thousand' has one important part that sums up the reason many people celebrate Harvest festivals today. Before Jesus broke the bread, he thanked God. Are we thankful for our food? Some people may be grateful toward a god, but we can all appreciate the many people involved in preparing, growing and producing the range of food that is available to us. Harvest time reminds us of the way in which food gets from the fields to our forks, but let us never take it for granted and let us try to share the resources that this planet has provided for us all year round.

Reflection

We are especially thankful at this time of year for a good harvest of food. We think of those who don't have enough food in our own country and for those around the world. Let us at this harvest time, demonstrate our thankfulness in our generosity.

Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad, Anger and Surprise



Subsidiary Focus – Harvest – Being Thankful

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, anger and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, anger and surprise – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of***
- Small ball (table tennis ball) and larger ball (tennis ball)

** Included in the Teacher's Guide.*

6.1 I See, I Hear

- Whilst presenting the assembly 'Harvest' or the stories 'Jesus Feeds the Five Thousand' and 'Hoot at Hunger!' emphasise the feelings happy, sad, anger and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

6.2 I See, I Hear

- Recount the stories of Jesus Feeds the Five Thousand and/or Kwame Hoots at Hunger by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, anger and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

6.3 I See, I Hear

- Recount the story of Jesus Feeds the Five Thousand and/or Kwame Hoots at Hunger and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy, sad, anger and surprise. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

6.4a I Feel

- Recount the story of Jesus Feeds the Five Thousand and/or Kwame Hoots at Hunger and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the stories **(also see 'I Feel Descriptions')**.
- Sad – whilst acting out a sad face describe in a slightly sad voice that the disciples were sad, they felt a bit empty inside, they felt a little bit lost, they may have felt like giving up. They were sad because they knew the people were hungry.
- Surprise – whilst acting out a surprised face describe in a surprised voice that the disciples' hearts suddenly started beating faster and they felt shocked inside. They were confused. They were amazed and couldn't believe what they were seeing. They were surprised when Jesus told them to feed the five thousand and they were surprised and amazed when Jesus fed them all from only two fish and five loaves of bread.
- Happy – whilst acting out a happy face describe in a happy voice that the boy and Kwame were happy, they felt useful and like they were helping, the small boy was helping to feed others and Kwame helping around the farm.
- Anger – whilst acting out an angry face describe in an angry voice that Kwame's Grandma many have felt hot inside, her heart began beating faster in her chest, her arms and legs may have felt heavy and she had a funny feeling in her tummy. She also started shouting telling people to be quiet so that the gods could help the Yams to grow.

6.4b I Feel

- Recount the story of Jesus Feeds the Five Thousand and/or Kwame Hoots at Hunger and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the stories **(also see 'I Feel Descriptions')**.
- Sad – whilst acting out a sad face describe in a slightly sad voice that the disciples were sad, they felt a bit empty inside, they felt a little bit lost, they may have felt like giving up. They were sad because they knew the people were hungry.
- Surprise – whilst acting out a surprised face describe in a surprised voice that the disciples' hearts suddenly started beating faster and they felt shocked inside. They were confused. They were amazed and couldn't believe what they were seeing. They were surprised when Jesus told them to feed the five thousand and they were surprised and amazed when Jesus fed them all from only two fish and five loaves of bread.
- Happy – whilst acting out a happy face describe in a happy voice that the boy and Kwame were happy, they felt useful and like they were helping, the small boy was helping to feed others and Kwame helping around the farm.
- Anger – whilst acting out an angry face describe in an angry voice that Kwame's Grandma many have felt hot inside, her heart began beating faster in her chest, her arms and legs may have felt heavy and she had a funny feeling in her tummy. She also started shouting telling people to be quiet so that the gods could help the Yams to grow.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings in the stories? **(see Variations of… *)**

6.5a I Understand

- Recount the story of Jesus Feeds the Five Thousand and/or or Kwame Hoots at Hunger and ask the children to tell a partner their favourite part.
- Explain why the different characters felt happy, sad, anger and surprise.
- **See 6.4a**

6.5b I Understand

- Recount the story of Jesus Feeds the Five Thousand and/or Kwame Hoots at Hunger and ask the children to tell a partner their favourite part.
- Ask why the different characters felt happy, sad, anger and surprise.
- **See 6.4b**

7. The Animals Go in Two by Two – Noah Build's an Ark



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Noah Build's an Ark

Once upon a time, a very long time ago, there was a man called Noah. Noah lived happily with his wife and three children. One day, God told Noah to build a very large boat. God called it an ark. Noah was surprised. Noah didn't live near the sea and he'd never seen a boat before. God told Noah how to build the ark. The people around him made fun of Noah and his family, they tried to make Noah feel ashamed. But Noah carried on anyway. Noah and his family eventually finished making the ark. God said that it would soon start raining and it would cause a flood, but Noah and his family would be safe on the ark. God sent two of every type of animal for Noah to put on the ark.

God said that Noah, his family and the animals would be safe on the ark.

It started raining and Noah was scared, would the ark float? Would it keep them safe? Soon the water rose above the trees. As the waters began to rise, the ark began to float. Noah was relieved. The water continued to rise and covered all the land. After forty days it stopped raining. Slowly the water started to go down and the ark came to rest on a mountain. Noah released a dove to see if it could find dry land. It came back without finding anywhere to rest. Noah was sad. A week later, Noah released the dove again. The bird came back with a leaf in its beak. It took a long time for the water to go and the land to become dry. Noah and his family were safe again on dry land. God sent a rainbow to show Noah that he would never again send a flood to cover the whole world.

Today we are going to focus on a very odd little saying that may help us when we are trying to do something that is really big. But before I tell you this little proverb, I want you to think, are you hungry? Really hungry? Hungry enough to eat a whole elephant? If I was to set you the challenge of eating a whole elephant each (we're not going to) what advice would you need? The odd little saying goes like this: "How do you eat an elephant? One bite at a time." In other words, if you think something is just too big, like building a castle out of blocks, break it down into smaller chunks. In our story God told Noah to build an ark. God asked Noah to build a very big boat, made out of 'good timber'. It needed to be longer than a football pitch, as wide as an Olympic sized swimming pool and as high as a

five-storey building. The boat would have been a well-made ark rather than a flimsy boat that was finished in a hurry. It took Noah a very long time to build this boat, possibly around 70 years.

I wonder what the ark looked like after only two weeks, two months or two years? I wonder if he ever felt like giving up. I wonder if his wife ever had to say to him, "Noah, how do you eat an elephant? One bite at a time." Or "Noah, how do you build an ark? One bit at a time." Not only did Noah need to build a very big boat, but God asked him to fill it with two of all the different living creatures that lived on the land. Again, not a small task. How do you squeeze lots of different types of animals onto a large ark, well the answer is, you get the animals to go in two by two. (If your pupils know the song 'the animals go in two by two, hurrah, hurrah,' you may want to remind them of it now). Many toys of 'Noah's ark' come with pairs of animals and some pictures of the ark show a queue of animals in pairs lining up to enter the ark. The Bible says that Noah had seven pairs of certain animals and one pair of other animals with him on the ark. That's a lot of animals. How do you eat an elephant? One bite at a time. How do you build an ark? One bit at a time. And how do you fill an ark with hundreds of different animals? Well, get the animals to go in two by two, of course!

How do you build a school? One brick at a time. How do you build a town or city? One building at a time. Very few problems that you face will be as big as eating an elephant, if any, but most problems and goals can be broken down into smaller bits that are easier to achieve. Some difficult maths questions may need you to break them down into a few easier problems. Times tables are easier to learn if you can add. Some maths questions may involve several skills that you will learn on your journey through school. If you are faced with the task of writing a story, it may seem daunting. Breaking the story into a beginning, a middle and an end will make it easier to achieve. Focusing on one bit at a time will also help you to improve and add to your story. For some of us, reading a large book may seem scary. Chapters in a book will help a reader to break the story into sections making it easier to read. When writing a large book, I'm sure writing one chapter at a time will help a writer to break a large task into smaller ones. If you are faced with a problem, break it down into smaller chunks, do one bit at a time and eventually, you'll have eaten a whole elephant.

Reflection

We think of all the incredible achievements mankind has been able to make. Achievements in medicine, technology and our knowledge of this planet. We know that there would have been lots of small steps to make those goals become a reality. As we think about our own goals may we not lose heart, but take on our goal, one bit at a time.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad, Fear, Surprise and Shame



Subsidiary Focus – Resilience

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, fear, surprise and shame – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, fear, surprise and shame – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of***
- Small ball (table tennis ball) and larger ball (tennis ball)

** Included in the Teacher's Guide.*

7.1 I See, I Hear

- Whilst presenting the assembly 'The animals go in two by two' or the story 'Noah Build's an Ark' emphasise the feelings happy, sad, fear, surprise and shame. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

7.2 I See, I Hear

- Recount the story Noah Builds an Ark by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, fear, surprise and shame. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

7.3 I See, I Hear

- Recount the story Noah Builds an Ark and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy, sad, fear, surprise and shame. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

7.4a I Feel

- Recount the story Noah Builds an Ark and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the stories **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Noah was happy, he felt relaxed and normal inside. Noah was happy to be living with his wife and three children.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Noah's heart suddenly started beating faster and he felt shocked inside. Noah was surprised that God had asked him to build the ark, especially when they were nowhere near the sea.
- Shame – whilst acting out an ashamed face describe in an ashamed voice that the people tried to make Noah feel ashamed. Noah may have felt sick inside and he may have not wanted to talk to anyone or show his face. Even if Noah did feel ashamed, he continued to build the ark.
- Fear – whilst acting out a scared face describe in a nervous voice that Noah may have felt like he wanted to get away from the rain, his stomach may have felt funny and he may have felt a bit hot inside. He may have worried about keeping all the animals safe on the ark.

7.4b I Feel

- Recount the story Noah Builds an Ark and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the stories **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Noah was happy, he felt relaxed and normal inside. Noah was happy to be living with his wife and three children.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Noah's heart suddenly started beating faster and he felt shocked inside. Noah was surprised that God had asked him to build the ark, especially when they were nowhere near the sea.
- Shame – whilst acting out an ashamed face describe in an ashamed voice that they people tried to make Noah feel ashamed. Noah may have felt sick inside and he may have not wanted to talk to anyone or show his face. Even if Noah did feel ashamed, he continued to build the ark.
- Fear – whilst acting out a scared face describe in a nervous voice that Noah may have felt like he wanted to get away from the rain, his stomach may have felt funny and he may have felt a bit hot inside. He may have worried about keeping all the animals safe on the ark.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings in the story? **(see Variations of… *)**

7.5a I Understand

- Recount the story of Noah Builds an Ark and ask the children to tell a partner their favourite part.
- Explain why the different characters felt sad, surprised, happy and angry.
- Happy – whilst acting out a happy face describe in a happy voice that Noah was happy, they felt relaxed and normal inside. Noah was happy to be living with his wife and three children.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Noah's heart suddenly started beating faster and he felt shocked inside. Noah was surprised that God had asked him to build the ark, especially when they were nowhere near the sea.
- Shame – whilst acting out an ashamed face describe in an ashamed voice that the people tried to make Noah feel ashamed. Noah may have felt sick inside and he may have not wanted to talk to anyone or show his face. Even if Noah did feel ashamed, he continued to build the ark.
- Fear – whilst acting out a scared face describe in a nervous voice that Noah may have felt like he wanted to get away from the rain, his stomach may have felt funny and he may have felt a bit hot inside. He may have worried about keeping all the animals safe on the ark.

7.5b I Understand

- Recount the story of Noah Builds an Ark and ask the children to tell a partner their favourite part.
- Ask why the different characters felt sad, surprised, happy and angry.
- Happy – whilst acting out a happy face describe in a happy voice that Noah was happy, they felt relaxed and normal inside. Noah was happy to be living with his wife and three children.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Noah's heart suddenly started beating faster and he felt shocked inside. Noah was surprised that God had asked him to build the ark, especially when they were nowhere near the sea.
- Shame – whilst acting out an ashamed face describe in an ashamed voice that they people tried to make Noah feel ashamed. Noah may have felt sick inside and he may have not wanted to talk to anyone or show his face. Even if Noah did feel ashamed, he continued to build the ark.
- Fear – whilst acting out a scared face describe in a nervous voice that Noah may have felt like he wanted to get away from the rain, his stomach may have felt funny and he may have felt a bit hot inside. He may have worried about keeping all the animals safe on the ark.



8. Black History Month – Janie and the Skin Colour Rainbow



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Janie and the Skin Colour Rainbow

Janie had been celebrating the many differences between the children in her class. They had looked at hair colour, eye colour, height and even favourite ice-cream flavour. Today they were looking at skin colour. Mr Stephens asked the children to describe the colour of their skin. Janie was a girl of colour, she tried to describe her skin colour but struggled. She knew it was brown, but was it dark brown, light brown or somewhere in the middle? Mr Stephens used a paint colour matching website which gave each colour a name. Janie's was called 'Fire Within', she liked the name. Mr Stephen's did his, it was called Pretty Rascal, it made Mr Stephen's laugh. They printed all the different colours and put them in order from lightest to darkest. They ranged from 'Fleecy Dreams' which was a very light pink, through to a dark brown called 'Paprika Sprinkle'. There weren't many children of colour in Janie's class. Janie thought there would be lots of pinks and only a few browns, but when they looked at the printed colours there was the full range. No two children had the same colour skin. The children made a 'skin colour rainbow' display on the wall to celebrate the different colours of the children in their class.

Mr Stephens told the class stories about the achievements of different people of colour and what they did in the past. Janie heard about Mary Seacole, a black woman from Jamaica who looked after British soldiers during a war a long time ago. They looked at some old paintings of a black woman called Fanny Eaton, who modelled for some famous artists at the time. Evelyn Dove was famous for her acting and singing. They heard Evelyn Dove singing 'Over the Rainbow'. Janie was so excited that she was learning about people of colour. She knew that they'd got something in common. Janie imagined herself being painted like Fanny Eaton. Janie pretended she was Evelyn Dove and asked Mr Stephens if she could sing along to 'Over the Rainbow'.

(Find and show an image of Dr Carter G. Woodson) Today we are going to be thinking about Black History Month. Black History Month is a time to remember the important events of people from African and Caribbean backgrounds. In the UK, Black History Month takes place in October. How many days are in the month of October? There are 31 days in October. Black History Month began as a Black History Week. How many days in a week? It started in the United States of America. In the USA, Black History Month takes place in February. The word history means the things that have happened in the past. A black man called Carter G. Woodson believed that black children in the United States were not being taught enough about the important things black people had done in the past. So, about 100 years ago, Carter encouraged schools to teach and celebrate the achievements of black people for a week in February each year. Soon, lots of schools were celebrating Black History Week. Carter helped teachers to learn about the history of black people so they could then teach the children in their own schools. On its 50th birthday, Black History Week was changed to a Black History Month.

Dr Carter believed that black children were not learning about their own history. Today Black History Month helps everyone to learn about and celebrate the achievements of black people. Black History Month is also a time to think about how we think about others and to think about how we should treat other people. Although, it is important to think about how we think about and treat other people all the time. Imagine if you were treated differently because of the way you look or because of a disability that is obvious to others like using a wheelchair. It is always polite to open doors for other people, but if you need to use a wheelchair and were struggling to open a door, you would certainly appreciate help from someone else. We live in communities, and we should help everyone in our community. Sometimes it is okay to treat someone differently, especially if we are being helpful and putting the other person's need before our own. Other times it is wrong to treat or think something bad about a person based on something that can't be changed. Black History Month when we focus on the achievements of Black people. We celebrate the achievements of black people throughout the year and are careful to consider the dangers of racism. It has no place in our school. Many people have been made to feel ashamed for the way they look or because of a disability. We should never be ashamed of the we look, our differences or our disabilities. If anyone tries to make you feel ashamed of the way you look, your differences or our disabilities, please tell an adult that you trust. We have heard today that our skin colour is one of the many differences we have and we should celebrate those difference as much as celebrate what we all have in common.

Reflection

We are thankful for the helpful things people have done for us. We are thankful for the helpful things people have done throughout history. As we celebrate the achievements of those that contribute to Black History, may we think about how we can make the world a better place.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad, Anger and Shame



Subsidiary Focus – Black History Month

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, shame and anger – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, shame and anger – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of***
- Small ball (table tennis ball) and larger ball (tennis ball)

** Included in the Teacher's Guide.*

8.1 I See, I Hear

- Whilst presenting the assembly 'Black History Month' or the story 'Janie and the Skin Colour Rainbow' emphasise the feelings happy, sad, anger and shame. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

8.2 I See, I Hear

- Black History Month is often a good time to think about racism and what we can do about it. Racism is when someone treats another person differently because their skin colour is not the same as theirs, they speak a different language or have different religious beliefs. We want everyone to know what racism is and what we can do about it. Nobody should have to put up with racism. This week we are going to think about what it may feel like if someone experiences racism and we will think about what we can do about it.
- Emphasise the following is only pretend. Imagine how you would feel if I was to put you into two groups (e.g. blue eyes and brown eyes. What would you think if I said that those with blue eyes are not going to get any dinner today? We're also going to take away the playtime from children with blue eyes. Those with brown eyes, you are going to be able to eat dinner and I'm going to give everyone with brown eyes an extra piece of cake. I'm going to be very strict with those with blue eyes to make sure they get their work done and punish you if you don't complete it. Those with brown eyes, it doesn't matter if you don't get any work done. I'm going to say you can do anything you want all day. How would that make those with brown eyes feel? How would it make those with blue eyes feel? Is it fair? What can I do to make it fair? Explain that it was unfair to separate the children into two groups and then treat one of them very unfairly. If you were being treated unfairly it might make you feel sad or it could make you feel angry, it might even make you feel ashamed of the colour of your eyes.
- Act out the facial expressions for happy, sad, anger and shame each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.
- Finish with something to make the children feel positive, a happy song or finish on acting out a happy face and body to a partner.

8.3a I Feel

- Repeat the activities from 8.2 but swap those that are being treated unfairly positive (brown eyes) and those that are being treated unfairly negative (blue eyes).
- Use the following to describe how people may have felt during the stories **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that those of us that were treated well may have felt happy inside, we may have felt relaxed and calm or felt lucky that they were being treated well.
- Sad – whilst acting out a sad face describe in a sad voice that when we feel sad we might feel a bit heavy inside and we might have felt like we wanted to cry.
- Shame – whilst acting out an ashamed face describe in an ashamed voice that some of us may have felt like we wanted to hide our eye colour from everyone. It might make us feel like we've done something wrong even though we haven't. It's a lot like feeling sad.
- Anger - whilst acting out an angry face describe in an angry voice that when we are angry, we may feel hot inside, our heart might beat faster and we want to tell the teacher it is unfair in an angry voice.
- Finish with something to make the children feel positive, a happy song or finish on acting out a happy face and body to a partner.

8.3b I Feel

- Repeat the activities from 8.2 but swap those that are being treated unfairly positive (brown eyes) and those that are being treated unfairly negative (blue eyes).
- Use the following to describe how people may have felt during the stories **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that those of us that were treated well may have felt happy inside, we may have felt relaxed and calm or felt lucky that they were being treated well.
- Sad – whilst acting out a sad face describe in a sad voice that when we feel sad we might feel a bit heavy inside and we might have felt like we wanted to cry.
- Shame – whilst acting out an ashamed face describe in an ashamed voice that some of us may have felt like we wanted to hide our eye colour from everyone. It might make us feel like we've done something wrong even though we haven't. It's a lot like feeling sad.
- Anger - whilst acting out an angry face describe in an angry voice that we are angry, we may feel hot inside, our heart might beat faster and we want to tell the teacher it is unfair in an angry voice.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings that we felt today? **(see Variations of… *)**
- Finish with something to make the children feel positive, a happy song or finish on acting out a happy face and body to a partner.



8.4 I Understand

- Using a puppet (optional), pretend that the puppet was treated differently depending on their eye colour. Explain why the puppet felt happy, sad, ashamed or anger. Another adult could ask the puppet why they felt happy, sad, ashamed or anger.
- Why did it make you feel happy? *E.g. It made me feel happy because my eye colour helped to get more food, extra play time and I was treated really well. I felt sorry for those that were being treated unfairly, but I was happy that it wasn't me.* Do you think this was the right way to feel?
- Why did it make you feel sad? *E.g. It made me sad because I like my food, I'm always hungry at dinner time and food makes me feel better. I also like playtimes, it's a time to play with my friends. Losing my play time made me feel sad.*
- Why did you feel ashamed, as if you wanted to go away and hide your eyes? *E.g. I felt ashamed because I was made to feel that it was my fault that I was being treated horribly. I know I can't do any about the colour of my eyes so I felt confused and ashamed. I just wanted to go away and hide.*
- Why did it make you feel angry? *E.g. (Getting more and more angry) it made me angry because it was unfair that some were able to have their play time just because they had blue/brown eyes. We can't change the colour of our eyes, it's so unfair.*
- Finish with something to make the children feel positive, a happy song or finish on acting out a happy face and body to a partner.

8.5 I Can

- Repeat the activities from 8.4.
- Ask the children to advise the puppet on what they could do about being treated unfairly? Who could we talk to? What could we say? What could the puppet do?
- Explain that no one should be made to feel ashamed because of something they can't change. If anyone tries to make you feel ashamed of the way you look, your differences or your disabilities, please tell an adult that you trust.
- Finish with something to make the children feel positive, a happy song or finish on acting out a happy face and body to a partner.

9. It Was a Sacrifice – Albrecht Goes to Art School



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

Search for and display Albrecht Durer's Praying Hands on an image finding website.

The drawing called 'Praying hands' or in German 'Betende Hande' was created by an artist called Albrecht Durer over 500 years ago. Albrecht was one of eighteen children, born in Germany. Albrecht's dad made jewellery, like rings and necklaces and he wanted Albrecht to do the same, but Albrecht wanted to be an artist. Albrecht wanted to draw and paint pictures. The picture 'Praying hands' was a picture Albrecht painted practising painting hands for another painting he was working on. The 'Praying hands', even though only a practise sketch, would be expected to sell for millions of pounds if it ever came up for auction today, which is more than any of his full-sized paintings.

I'm sure that Albrecht wouldn't have expected the picture of the 'Praying hands' to be one of his most famous pieces. The image has been printed on mugs, tea towels, mobile phone cases and keyrings as well as being tattooed on some very famous people. But whose hands are in the picture? Experts think that they are Albrecht's own hands because hands like them have appeared on a number of his pictures. There is a story regularly told in assembly books and on the internet that suggests the hands belong to one of Albrecht's younger brothers. However, the story is unlikely to be true. It goes something like this:

Albrecht Goes to Art School

Once upon a time there was a boy called Albrecht. Albrecht and his brother, Albert, were really good at drawing and painting. They both wanted to go to art school, but because they didn't have much money and because art school cost a lot of money, they decided to take it in turns. They decided that Albrecht would go to art school first. Albert would go to work and pay for Albrecht to go to the art school. When Albrecht finished, he would sell some of his paintings and pay for Albert to go to art school. Albrecht was so happy that he was going first.

Albrecht enjoyed his time at art school. He eventually finished and became a well-known artist. His family held a meal to celebrate Albrecht's success as a

professional artist, Albrecht thanked his brother and told everyone that he would be able to pay for Albert to go to art school. Albert started to cry. Albert had worked so hard to pay for Albrecht but he had had a few accidents that meant he could no longer hold a pencil or a brush. Albert and Albrecht were really sad because Albert wouldn't be able to go to art school. Albrecht sketched Albert's hands as a reminder of the pain Albert endured for the sake of his brother.

The word sacrifice means to give up something important for the sake of something or someone else. I need (or have asked) a couple of volunteers to come up here and tell everyone about something that they really enjoy doing.

To the volunteer: Imagine you are getting on with your hobby and I asked you to stop it completely because we were going to use that time to go and spend time to help at the local care home. We would be talking to some older people, cooking them food and helping to make them feel happy. Using 1 as 'easy' and 10 as 'hard', how hard would it be for you to give up or sacrifice your hobby to help at the care home? Imagine if an older person found out that you had given up your hobby to help at the care home, do you think that would make them extra grateful? Why? Can you think of something you have given up for the sake of someone or something else? Is there something that you don't like doing but you know is good for you or good for someone else? There are many stories that involve someone making a sacrifice for someone else. This story suggests that sacrifice was the inspiration for Albrecht's 'Praying Hands'. Albert gave up his talent as an artist so that Albrecht could study.

Although it is unlikely that it actually happened, Albert's sacrifice for his brother highlights an important human value. Every day people make choices to sacrifice something important for the sake of someone or something else. Athletes sacrifice a 'lie in bed' to get up early and train. Parents sacrifice their time and money for the sake of their children, maybe take on extra work to pay for university fees. People give their hard-earned money to charities to help others that are in need. You might give up your time (screen time) to help mum or dad with a chore. A sacrifice means that we give up something that is important to us for the sake of someone or something else.

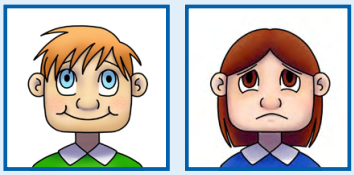
Reflection

We are grateful for those in our community that have sacrificed their time, their money and their energy to support and help us. We are thankful that people care enough about this community that they are willing to go the extra mile. May their care and example be an inspiration to us all.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy and Sad



Subsidiary Focus – Sacrifice

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy and sad – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy and sad – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

9.1 I See, I Hear

- Whilst presenting the assembly 'It Was a Sacrifice' or the story 'Albrecht Goes to Art School' emphasise the feelings happy and sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

9.2 I See, I Hear

- Recount the story of Albrecht Goes to Art School by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy and sad. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

9.3a I Feel

- Recount the story of Albrecht Goes to Art School and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy and sad. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.
- Use the following to describe how Albrecht and Albert felt during the story **(also see 'I Feel Descriptions')**.

9.3b I Feel

- Recount the story of Albrecht Goes to Art School and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy and sad. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.
- Use the following to describe how Albrecht and Albert felt during the story **(also see 'I Feel Descriptions')**.

- Happy – whilst acting out a happy, excited face describe in a happy and excited voice that Albrecht was so excited that he was going to art school. He couldn't stop moving about and telling everybody he was going to art school. He felt jumpy inside. Albert was happy and was pleased for his brother, he felt a warm feeling inside his stomach and he felt all relaxed and calm.
- Sad - whilst acting out a sad face describe in a sad voice that Albert felt very heavy inside, he was so disappointed he couldn't go, he cried. Albrecht felt a bit guilty, he felt sad and disappointed too.

- Happy – whilst acting out a happy, excited face describe in a happy and excited voice that Albrecht was so excited that he was going to art school. He couldn't stop moving about and telling everybody he was going to art school. He felt jumpy inside. Albert was happy and was pleased for his brother, he felt a warm feeling inside his stomach and he felt all relaxed and calm.
- Sad - whilst acting out a sad face describe in a sad voice that Albert felt very heavy inside, he was so disappointed he couldn't go, he cried. Albrecht felt a bit guilty, he felt sad and disappointed too.

9.4a I Understand

- Recount the story Albrecht Goes to Art School and ask the children to tell a partner their favourite part.
- Explain why the different characters felt happy or sad.
- Happy – Albrecht was so excited that he was going to art school. Albert was happy and was pleased for his brother.
- Sad - Albert was so disappointed he couldn't go to art school. Albrecht felt a bit guilty, he felt sad and disappointed too.

9.4b I Understand

- Recount the story Albrecht Goes to Art School and ask the children to tell a partner their favourite part.
- Ask why the different characters felt happy or sad.
- Happy – Albrecht was so excited that he was going to art school. Albert was happy and was pleased for his brother.
- Sad - Albert was so disappointed he couldn't go to art school. Albrecht felt a bit guilty, he felt sad and disappointed too.
- What other feelings could Albrecht or Albert have felt? e.g. Albert could feel angry that he didn't have the chance to go to art school. Albert may have felt a bit ashamed of his hands – but instead his brother celebrated them by including them in a drawing (according to the story).

9.5 I Can

- Use a puppet to pretend to be Albrecht.
- Explain that Albrecht knew that Albert cared and loved him because Albert worked to help pay for Albrecht to go to art school. Describe that Albrecht was so thankful for what Albert did for him. Explain that Albrecht was so excited about going to art school, he knew that it was something he was good at, and he wanted to get better. Explain that Albrecht really enjoyed art school even though it was hard work. Explain that it was a shock to Albrecht when Albert told everyone that he couldn't go to art school because he had damaged his hand in an accident working to help Albrecht. Albrecht was so sad and felt guilty. He wished he could do something to help Albert. Albrecht decided to draw his brother's hands to show how sad but grateful/thankful he was that Albert gave up (sacrificed) his own chance of being an artist to help Albrecht.
- Use the puppet to ask the children to think of something nice that someone has done for them recently? Can they think of something nice they have done for someone else? What can we do to show other people that we are thankful?



10. Remembrance Day (Infant Friendly)



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

Please enlarge each of the following images onto a sheet of A4, and print them, one per sheet:

- rotten apple
- fresh apple

Lay the sheets of A4 images down on the floor at the front of the room. Rotten apple on one side and the fresh apple on the other, make sure you remember which one is which.

This/or last Sunday is/was a very important day in our country. Can anyone tell me what it is/was called? Remembrance Sunday is an important time when lots of people walk around the streets wearing poppies, brass bands often play, and church services are held to remember soldiers who fought in different wars. Poppies are put in special places in villages, towns and cities all over the UK. Mention if your school was involved in a Remembrance Day parade.

We celebrate lots of things to help us remember, who's had a birthday recently? How did you celebrate your birthday? Your parents and family would have remembered the day you were born; you probably can't remember that day can you? Lots of religious festivals remember important people and what they did in the past. Remembering the past is important, but why do we have a special day to remember things that are not very good, like war? *Ask a volunteer to come to the front. Ask them to look at the image of the rotten apple and the fresh apple at either side of the room without showing the images to the other children.* Once they have seen them, they can sit down. Repeat with 5 or so other children.

Well, I wonder what they saw. Ok volunteers, if you were given the choice of being given either of those, point to the one you'd choose. Show the two images to everyone. I know which one I would have chosen. Ask the rest of the children to point to the one that they would choose. The majority of us (if not all) would choose the fresh apple, and we'd stay away from the rotten apple. My volunteers had to remember which one they had seen before they could point to their choice.

At 11 o'clock, on the 11th day of the 11th month in 1918, World War 1

came to an end, and that is a good thing. Every year on the 11th of November and the nearest Sunday to the 11th, people commemorate the end of the war. The word commemorate means that we remember and respect something. People are often quiet for 2 minutes at 11 o'clock on these two days. They may remember a family member who may be in the army or other armed services. They may think about some of the horrible things that happen in war to remind them that it is not a good thing and that we should do everything we can to avoid it. It's easier to choose the good when we remember the bad. Our volunteers chose the good apple because they'd seen the bad apple. One reason we have 'Remembrance Day' is to try and stop the bad things from happening again and again. By remembering the past, whether it is good or bad, it can help us to make good choices in the future. If we know how good friends and happy times make us feel, then we should try to be good friends to others. What have you done in the past that you can learn from?

One of the ways that we use to remember is by being quiet for 2 minutes. The War was very noisy, soldiers would have been used to the sound of gun fire and loud explosions. When the war stopped the noise of guns and explosions would also have stopped. I imagine that the soldiers really, really liked the peace and quiet when the war came to an end. We are going to be quiet for 1 minute (ask every one to be quiet for 1 minute).

Peace can mean 'quiet' or 'the lack of noise'. What did you hear in that 1 minute silence? Did you still have lots of thoughts in your head whilst we were quiet? *Ask another adult to tell you what they were thinking about in the minutes silence.* Another meaning of the word peace is 'calm'. Can you sit quietly and take 5 deep breaths – breathe in for 3 seconds then breathe out for 3 seconds (repeat 5 times). What were you thinking about during the 5 deep breaths? I was thinking about my breathing, all the other things I was thinking about had to stop whilst I was thinking about my breathing. Sometimes it can be very noisy around you, but inside you can feel peaceful and calm. At other times it might be quiet in the classroom, but inside it can still feel noisy and you are not able to feel calm.

If someone you were with asked you to be quiet because you were both watching TV or out birdwatching, then to be quiet you would need to stop talking. If you were listening to music but your mum, dad, grandparents or some other adult needed some quiet time, then you would need to turn off the music to bring about the peace. In both examples, it is our actions that create the peace.

The word peaceful is also used to describe how we feel inside. It might be quiet in the classroom, but inside we can still feel noisy. That feeling may be there because of what people have said or done to you, or because of the things you've done or said to others. Many problems between people in school or at home can come from what we do and what we say. If we say or do nasty things, we can ruin other people's peaceful feelings. If we do and say good things, we can encourage peace and calm feelings in others.



Reflection

We are thankful for the relative peace we have enjoyed in the UK in the years after World War 2 up until now. We pray for peace in places around the world that are at war now. We also think of the peaceful feelings that we have. May we strive for peace with all our hearts.

"If you want to enjoy life and wish to see good times, you must keep from speaking evil (saying horrible things) and stop telling lies, you must strive for (want) peace with all your heart."
The Bible:1 Peter 3:10-11 GNT.



Activities: Approx. 3-7 years

Focus – Remembrance Day
Subsidiary Focus – Peace, Quiet and Calm

10.1 I See, I Hear

- Present the assembly 'Remembrance Day' Use the Makaton or British Sign Language (BSL) signs for peace, quiet and Calm throughout the week.
- Use the reflection to finish each daily session.

10.2 I See, I Hear

- Complete the activities in the assembly:
  - One meaning of peace is 'quiet' or 'the lack of noise'. Can we all be quiet for 1 minute? What did you hear in that 1 minute? Did you still have lots of thoughts in your head whilst we were quiet? *Ask another adult to tell you what they were thinking about in the minutes silence.*
  - Another meaning of the word peace is 'calm'. Can you sit quietly and take 5 deep breaths – breathe in for 3 seconds then breathe out for 3 seconds (repeat 5 times). What were you thinking about during the 5 deep breaths? I was thinking about my breathing, all the other things I was thinking about had to stop whilst I was thinking about my breathing.
  - *Ask for a volunteer to observe what happens next:* Everyone make a lot of noise for 5 seconds, *except for the observer*, and then everybody stop. The observer needs to listen to the noise and then listen when it stops. How peaceful and quiet was it when everyone was making a noise? How peaceful and quiet was it when everyone stopped?
- Use the reflection to finish each daily session.

10.3 I See, I Hear - I Feel

- Repeat the activities from 10.2.
- After the one-minute silence, talk about what silence looks and sound like on the outside.
- Use the Makaton or British Sign Language (BSL) signs for peace and quiet. Does the sign for peace help you to think about being quiet?
- After the 5 deep breaths, talk about what calm feels like on the inside.
- Use the Makaton or British Sign Language (BSL) signs for calm. Does the sign for calm help us to imagine how it feels inside when we are calm?

10.4 I Understand

- Repeat the activities from 10.2.
- If someone you were with asked you to be quiet because you were both watching TV or out birdwatching, then to be quiet you would need to stop talking. If you were listening to music but your mum, dad, grandparents or some other adult needed some quiet time, then you would need to turn off the music to bring about the peace and quiet. In both examples, it is our actions that create the peace. When might we need to stop making noises to make it quiet?
- The word peaceful is also used to describe how we feel inside. It might be quiet in the classroom, but inside we can still feel noisy. The feeling maybe because of what people have said or done to you, or because of the things you've done or said to others. Many problems between people in school or at home can come from what we do and what we say. If we say or do nasty things we can ruin other people's peaceful feelings, if we do and say good things we can encourage peace and calm feelings in others. When are the times when we don't feel calm inside? When are the times when we can feel calm inside?



10.5 I Can

- A timeout can help us to be quiet. Use a 1-minute countdown timer or sand timer. Can we all be quiet for 1 minute? What did you hear in that 1 minute? Did you still have lots of thoughts in your head whilst we were quiet? *Ask another adult to tell you what they were thinking about in the minutes silence.*
- A time out can help us feel calm. Can you sit quietly and take 5 deep breaths – breathe in for 3 seconds then breathe out for 3 seconds (repeat 5 times). What were you thinking about during the 5 deep breaths? I was thinking about my breathing, all the other things I was thinking about had to stop whilst I was thinking about my breathing.
- Sit really quietly and try and listen for your heart beating (possibly demonstrate what it might sound like e,g, YouTube with the sound only).
- Use your forefinger on one hand and touch the middle of your other hand. Think about how it feels. Can you describe it to someone else.
- Imagine you're sitting next to a stream of water, what can you hear and what can you see? Play a video of a flowing stream and describe what the sound of the running water sounds like to someone else.
- Close your eyes and think about somewhere peaceful and calm. Describe what you are thinking to someone else.
- Use the Makaton or British Sign Language (BSL) signs for peace and quiet. Does the sign for peace help you to think about being quiet?
- Use the Makaton or British Sign Language (BSL) signs for calm. Does the sign for calm help us to imagine how it feels inside when we are calm?

11. Qualities of a Good Friend – Janie meets Briony, Jack and Thomas



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

This week's theme is friendship and we are going to be looking at the question 'what makes a good friend?' In an online survey, a thousand people were asked what they thought the most important qualities of a friend were. What do you think were the most popular answers?

The top five were:

- Loyal (they will stay your friend through the good times and bad times)
- A decent and good person
- They listen to me
- That they like me
- They are fun to be with

If you had to choose one of these 5 as your most important quality in a friend, which one would you choose? Let us have a vote, I will read through them again so that you can think about them. 1) Loyalty; 2) a decent and good person; 3) They listen to me; 4) that they like me; 5) they are fun to be with. Are there any other qualities that we want to add to this list? *Read through the list and ask pupils to raise their hands for just one quality that they think is the most important. Gauge the response and compare the pupils' most important quality to the original survey. Was loyalty the most important quality, or was it something else?*

The word friend can stand for a wide variety of relationships that we have. When you go on holiday, you might 'make friends' with other children even though you'll never see them again. You might have swimming lessons and you might call those in your swimming class your friends even though you only see them once each week at the swimming pool. Friends at school will also vary, you may only see some of them at school, you may invite others over to your house, or they may invite you. Your teachers may have 'friends' on Facebook or Instagram that they only met once and have never spoken to since. Have a think and can anyone tell me what is the difference between a friend and a good friend? I think the qualities that were mentioned in the survey related to close friends, those that you spend a bit of your life with, those that tell you their secrets and value your opinion.

You could ask two teachers (or pupils) to come out and use them to illustrate the following example. Imagine you have two friends (name Teacher A and Teacher B), when you hurt yourself one (Teacher A) likes to laugh whilst the other (Teacher B) wants to help. When you're round at

a friend's house, one (Teacher A) makes you do what they are doing, the other (Teacher B) asks you what you want to do. When it's your birthday one friend (Teacher A) buys you the album they like, the other (Teacher B) buys you the album you like. On a day out one friend (Teacher A) buys ice-cream for them self, the other (Teacher B) buys all their friends an ice-cream. If you were to choose a partner to lead you blindfolded around an assault course which of the two friends would you choose? Why? *

Janie meets Briony, Jack and Thomas

Janie started a few weeks later than everybody else. Everybody in the class seemed to know each other but she quickly made new friends. That's when she met Briony in the playground. Briony and Janie were in the same class, but Briony didn't make Janie feel welcome. Briony was jealous of all the friends Janie had been making. When Janie wanted to play with a new toy, Briony wanted to play with it instead. When Janie wanted to read a book, Briony wanted to read it instead. When Janie suggested activities for Mr Stephens' to organise, Briony suggested Janie's idea instead and made it seem like it was her idea. Briony's actions made Janie feel sad. Briony also said unkind words and tried to make Janie's friends play with Briony instead. It made Janie feel slightly angry inside. On the same day Janie met Briony, Mr Stephen's paired her up with Jack. They had to complete a block sorting activity, sorting the blocks into different colours and shapes. Jack immediately took charge. He decided how they were going to sort the blocks. Jack sorted the blocks by different colours. Jack took photos of the sorted blocks. Jack then sorted the blocks by shapes and again, Jack took the photo of the blocks. Janie felt left out. Jack wasn't trying to be horrible, he even thought that he was helping Janie. Janie felt annoyed inside. Janie didn't like the thought of working with Jack again. Later that morning Mr Stephen's paired Janie with a different boy called Thomas on the same block sorting activity. This time Thomas asked Janie how she'd like to sort them. This made her feel much happier. During play time, Thomas asked if he could wheel Janie around in her wheelchair. At home that evening, Janie told her mum all about Thomas. "I think you've found a good friend there," said Janie's mum.

What about you? Are you the type of friend that helps or laughs when others hurt themselves? Do you do what your friends want or do they always have to do what you want to do? At birthdays do you buy your friends what you want or what they want? I asked you which of the two friends would you trust to lead you blindfolded around an assault course, but would your friends consider you trustworthy enough to lead them?

We all want good friends, friends that we can have fun with, friends that we trust with our secrets and friends that want the best for us. It is important to have good friends but to get good friends means that we need to be a good friend. If we want a friend that is loyal, supportive and caring, then we need to demonstrate loyalty by playing the games they want, support by helping them in hard times and care by thinking of a present that they want, not what you want. If we can't show our friends these qualities, then how can we expect the same from them?



Reflection

We are grateful for good friends, for those that care for us, for those that support and share their lives with us. May we demonstrate those qualities that we would want in a friend and by our example we hope that our friends will demonstrate those qualities to us.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad and Anger (annoyed)



Subsidiary Focus – Friendship

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad and anger – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad and anger – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

11.1 I See, I Hear

- Whilst presenting the assembly 'Qualities of a Good Friend' or the story of 'Janie meeting Briony, Jack and Thomas' emphasise the feelings happy, sad, and anger. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

11.2 I See, I Hear

- Recount the story of Janie meeting Briony, Jack and Thomas by asking the children to tell you what they can remember?
- For each part of the story pause and over emphasise the feelings happy, sad, and anger. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- For each part of the story pause and over emphasise the feelings happy, sad, and anger. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

11.3 I Feel

- Recount the story of Janie meeting Briony, Jack and Thomas and ask the children to tell a partner a part that made them happy. Was there a part that made them angry?
- Use the following to describe how Janie felt during the story **(also see 'I Feel Descriptions')**.
- Anger – whilst acting out an angry face describe in an angry voice that Janie felt like something was building up inside her. Like shaking a bottle of fizzy pop with the lid still on. She could feel her body going stiff and she started to clench her fists.
- Sad - whilst acting out a sad, disappointed face describe in a sad and disappointed voice that when Janie felt sad she might have felt a bit heavy inside and her body wanted to sigh (act out a sigh).
- Happy – whilst acting out a happy face describe in a happy voice that Janie was happy, she felt relaxed and normal inside. Janie felt like she wanted to jump for joy.

11.4a I Understand

- Recount the story of Janie meeting Briony, Jack and Thomas and ask the children to tell a partner their favourite part.
- Explain why Janie felt angry, sad and happy.
- Anger and Sad – Briony was unkind to Janie and it made her feel angry and sad at the same time. Janie worked with Jack who ignored her making Janie feel annoyed.
- She worked with Thomas, who included her in the activity and made her feel happier.

11.4b I Understand

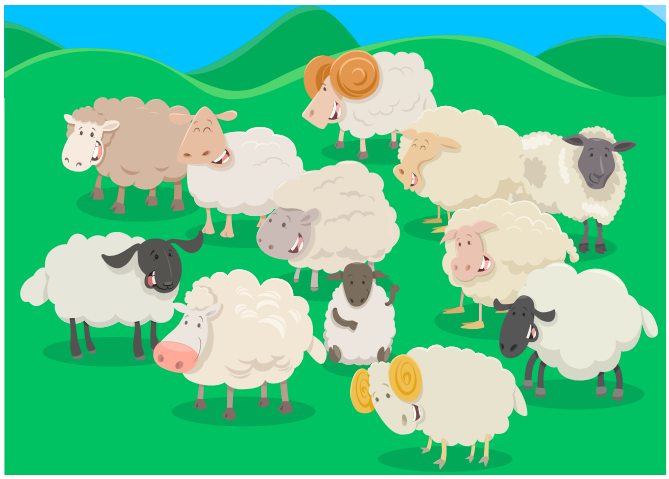
- Recount the story of Janie meeting Briony, Jack and Thomas and ask the children to tell a partner their favourite part.
- Ask why Janie felt angry, sad and happy.
- Anger and Sad – Briony was unkind to Janie and it made her feel angry and sad at the same time. Janie worked with Jack who ignored her making Janie feel annoyed.
- She worked with Thomas, who included her in the activity and made her feel happier.

11.5 I Can

- Using a puppet, pretend to be Janie, retell the main parts of Janie starting school.
- Ask the children to think about what they could have done to help Janie when she started school to make her feel welcome and included.
- What could Briony have done to make Janie feel welcome?
- What could Jack have done to include Janie in the activities?
- What could Janie have done when she started to feel angry?



12. Team Sheep – Farley the Sheep



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Ask for a volunteer to clap their hands once as loud as they can. Repeat with two pupils to clap once at the same time. Ask for a row of children to do the same, finally ask all the pupils to clap, you may need to count them in, 3, 2, 1. Clap!

What was the difference between one person clapping and the whole school clapping? We were much louder as a whole school than (name of the individual). At school we have opportunities to work on our own. When painting a picture or practicing our adding or writing a story. Sometimes we work in pairs or in small groups to create presentations and sometimes we work in small groups just simply to get better at working in small groups. And then, of course, we may be part of a large team, like a sports team or a choir or an orchestra. These large groups require everyone to work together so that they can achieve their goal together. Today, I want to focus on team and teamwork. Being able to work individually is important and a skill that we practise regularly at school, but working as a team requires us to use different skills.

Has anyone heard of the word 'unity'? Unity means 'joined together as a whole.' This is a great definition of working together. A choir that is 'joined as a whole' means that the voices blend to create harmony, players in a sports team that are united know what each other is going to do without needing to shout instructions to each other.

The Bible states 'Behold, how good and pleasant it is for brothers to dwell together in unity! ... For there the Lord commanded the blessing' (Psalm 133, NKJV). Two words in that passage that we don't hear very often nowadays. The first word is 'behold'. My grandma used to say 'that is something to 'behold'' meaning that she was very impressed, for example, she may have said it after seeing an amazing singing performance. 'Blessed' generally relates to something good, so you might say a person was blessed with a great singing voice. So, the Bible is emphasising that it is good when people live together in unity. But unity doesn't happen naturally. It is something that we need to work at, a choir that is full of blessed singers doesn't necessarily mean that they sound good when they sing together. They need to listen out for each other, making sure their voice isn't louder than anyone else's. A football team made up of blessed footballers doesn't mean they automatically make a good team. But to watch a great team or listen to a good choir is certainly something to behold.

One animal that we are going to learn more about in our thought for the day this week is one that feels at home in a large group, and that is the humble sheep. Sheep and shepherds are mentioned in the Bible over two hundred times, and we can learn a lot from the humble sheep about teams and teamwork.

Farley the Sheep

Once upon a time there was a sheep called Farley. Farley loved to explore the farm. She could be found wandering where many of the other sheep were scared to go. The other sheep would tell Farley not to wander off too far, they were concerned she may get lost. One very wet and windy day the sheep were all out in the fields. Farley spotted an open farm gate. This gate was always closed, but not today. Farley took the chance and decided to explore further than ever before. Farley followed a farm track until she couldn't see the farm anymore. Farley saw another open gate that led to a forest. She began to feel a bit nervous but carried on towards the forest hoping to get out of the rain. Farley entered the forest, but it was a bit dark. It made Farley feel very nervous. Farley only walked a little way into the forest when she caught her woolly coat on a branch and got completely stuck. Farley was now very scared. She bleated as loud as she could, but there was nobody around to help. It was getting very dark inside the forest and Farley was very frightened. She wished she'd listened to the other sheep and not wandered too far from the fields. Eventually she could hear the farmer out looking for her. She bleated as loud as she could. She could see the farmers torch light getting closer and closer. The farmer had found her and Farley was so relieved. The farmer managed to free Farley from the branch and they both made their way back to the farm. The farmer was so happy that he'd found Farley that they all had a party.

In the book of Matthew, Jesus told this parable emphasising how important each person is to God. He's like a great shepherd who cares after all of his sheep. The parable is also a great example of what we need in order to be a good team. A good team shows concern for each other, like God demonstrating His concern for us. For example, when your teacher is marking your maths work and discovers that you have misunderstood a maths concept, they can then point you in the right direction. Another example is if a friend is behaving badly and is doing something you know is wrong, it is up to us as a team to show concern and remind them of the right way to behave. We might do this by being a good example or by reminding them of the right way to behave. If any of us were lost, we would want our team, that is our friends and teachers to come and find us.

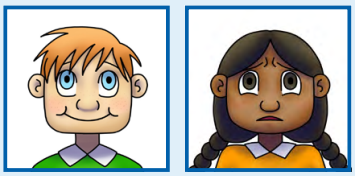
Reflection

We are thankful for the team that is our school community. Let us show concern for our friends and other team members just as the shepherd demonstrated concern for his sheep in the parable.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy and Fear



Subsidiary Focus – Teamwork

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy and fear– Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy and fear – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)

** Included in the Teacher's Guide.*

12.1 I See, I Hear

- Whilst presenting the assembly 'Team Sheep' or the story 'Farley the Sheep' emphasise the feeling happy and fear. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

12.2 I See, I Hear

- Recount the story of The Lost Sheep by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy and fear. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

12.3 I See, I Hear

- Recount the story of The Lost Sheep and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy and fear. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

12.4 I Feel

- Recount the story of The Lost Sheep and ask the children to tell their partner which was the scariest part and which was the happiest part.
- Use the following to describe how the sheep or the farmer felt during the story **(also see 'I Feel Descriptions')**.
- Nervous – whilst acting out a nervous face describe in a nervous voice Farley feeling a bit sick inside, her stomach may have felt funny.
- Scared – whilst acting out a scared face describe in a scared voice Farley feeling a bit sick inside. She may have felt panicky, like she was losing control. She felt like everything was closing in around her. She just wanted to get free again.
- Happy – whilst acting out a happy face describe in a happy and relieved voice that Farley was so happy when she heard and saw the farmer. She relaxed and stopped panicking. She felt so relieved. A warm feeling came over her and her stomach stopped feeling sick.
- Excited – whilst acting out a happy, excited face describe in a happy and excited voice that the Farmer was so excited. He just wanted to tell everybody that Farley had been found.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls (not a football)) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings that Farley felt in the story? Farley started by feeling a bit nervous (small ball) and ended up being really frightened (big ball).

12.5a I Understand

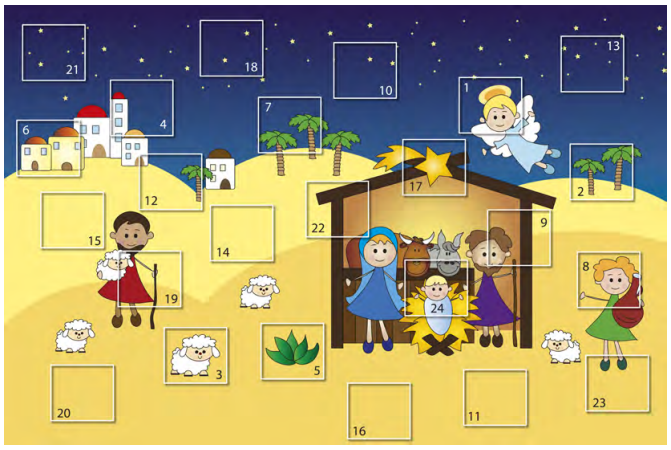
- Recount the story of The Lost Sheep and ask the children to tell their partner which was the scariest part and which was the happiest part.
- Use the following to help the children understand why Farley and the farmer felt scared and happy. Children copy and practise showing the feelings on their faces.
- Nervous – Farley got more nervous the further she got from the farm.
- Scared – Farley was very scared when she got stuck. She thought she might never see her friends again.
- Happy – Farley was relieved and happy that the farmer found her. The farmer was relieved and happy that he found Farley.
- Excited – The farmer was so pleased that Farley was back safe that he held a party.

12.5b I Understand

- Recount the story of The Lost Sheep and ask the children to tell their partner which was the scariest part and which was the happiest part.
- Ask the children why Farley and the farmer felt scared and happy. Children practise showing the feelings on their faces.
- Nervous – Farley got more nervous the further she got from the farm.
- Scared – Farley was very scared when she got stuck. She thought she might never see her friends again.
- Happy – Farley was relieved and happy that the farmer found her. The farmer was relieved and happy that he found Farley.
- Excited – The farmer was so pleased that Farley was back safe that he held a party.



13. Advent – The Very Busy Angel



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Well, that time of year is upon us again. Has anyone put up (or bought) a Christmas tree? Decorations? Opened (or bought) an Advent calendar? There are many of us in the UK who will not be preparing for Christmas this year, but we may celebrate other festivals focusing on special stories that are important to us. In the preparation for many festivals, people look forward to something exciting. Advent means the 'arrival' of something or someone important. This school has its own advent each and every day of the week with the arrival of someone important, the 'Head Teacher'! (why are you laughing?)

Christians believe the birth of Jesus was an important event. This season of advent helps Christians to think about the 'arrival' of Jesus Christ at Christmas. The Bible has a number of stories that lead up to the birth of Jesus. Many Christians remember these events as they prepare for the big day. The Bible starts to look forward to the birth of Jesus by looking back.

Ask a pupil to read Matthew 1:1-6 (NLT)

1. This is a record of the ancestors of Jesus the Messiah, a descendant of David and of Abraham:
2. Abraham was the father of Isaac. Isaac was the father of Jacob. Jacob was the father of Judah and his brothers.
3. Judah was the father of Perez and Zerah (whose mother was Tamar). Perez was the father of Hezron. Hezron was the father of Ram.
4. Ram was the father of Amminadab. Amminadab was the father of Nahshon. Nahshon was the father of Salmon.
5. Salmon was the father of Boaz (whose mother was Rahab). Boaz was the father of Obed (whose mother was Ruth). Obed was the father of Jesse.
6. Jesse was the father of King David. David was the father of Solomon (whose mother was Bathsheba, the widow of Uriah).

Well, most of the chapter goes on like this. It's a funny way to start looking forward to the coming of an important person by looking back through history. Sometimes looking forward involves a certain amount of looking back. On your birthday, it's your birth that is remembered. Can any of you name any of your ancestors? E.g. a great grandparent, or a great, great grandparent? Do you know what job they did? Many of Prince George's family will

be studied in history lessons. It's because of who they were in the past that will make Prince George a king in the future.

Matthew, the writer of one of the books in the Bible describing the life of Jesus, starts by looking back at Jesus' family history. Some of Jesus' ancestors were kings. Jesus' people were going through a hard time, their history was full of good and bad times, and they were hoping that God was going to send them a new king. At the beginning of Advent, we'll start by hearing about stories that Christians celebrate during Advent today.

The Very Busy Angel

My name is Gabriel and I am one of God's very important Angels. I have been very busy recently. I have been telling people to get ready for the birth of Jesus. First, I visited a man called Zechariah. When he saw me he was very, very frightened. I told him not to be afraid and that he and his wife were going to have baby. I told him that he was to call the baby, John. John would an important person who would tell people about Jesus. Zechariah was very shocked and surprised and he didn't believe me a first. I told him that because he didn't believe me, he wouldn't be able to talk until Elizabeth, his wife, had given birth to John.

Secondly, I visited a young woman called Mary. Mary was also a bit scared. I told Mary not to be afraid. I said that, like her cousin Elizabeth, she was also going to have a baby. This baby was going to be very important and she was to call him Jesus. Unlike Zechariah, Mary believed me. Mary went and stayed with Elizabeth until John was born.

My third visit was to Mary's husband. A man named Joseph. He was a bit upset that Mary was going to have a baby. I told him that everything would be okay. Joseph seemed much happier when I said that Jesus would help lots and lots of people.

Well, I've now finished getting people ready for the birth of Jesus. I better get some rest because soon I'll be visiting some shepherds and warning some wise men in a dream.

The Angel Gabriel was very busy during Advent and sometimes life can get very busy. Christmas time can get very busy. This Advent I encourage you to stop and take a moment to think about your own past, think about the important people and important times in your life and think how they have made you who you are today.

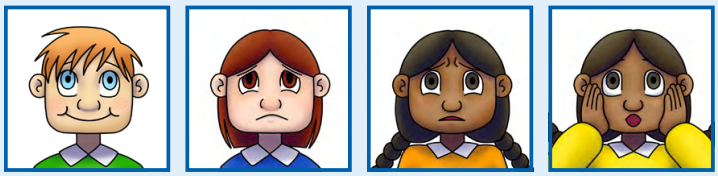
Reflection

We are thankful for the celebrations throughout the year. Advent when Christians remember the coming of Jesus. May we take time this December to stop and think of what is really important for us. May what takes place at school this advent season and throughout the year help us to make good memories that we will remember with fondness in the future.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad, Fear and Surprise



Subsidiary Focus – Advent

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, fear and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, fear and surprise – Also see **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

13.1 I See, I Hear

- Whilst presenting the assembly 'Advent' or telling the story 'The Very Busy Angel' emphasise the feelings happy, sad, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

13.2 I See, I Hear

- Recount the story of The Very Busy Angel by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, fear and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

13.3 I See, I Hear

- Recount the story of The Very Busy Angel and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy, sad, fear and surprise. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

13.4 I Feel

- Recount the story of The Very Busy Angel and ask the children to tell their partner which was the scariest part and which was the happiest part.
- Use the following to describe how the Zechariah, Mary or Joseph felt during the story **(also see 'I Feel Descriptions')**.
- Frightened – whilst acting out a frightened face, describe in a frightened voice that Zechariah couldn't control his body, he started shaking and felt like he was in danger. He had frozen to the spot and couldn't move his arms and feet. He may have felt he wanted to just run away but couldn't.
- Surprise – whilst acting out a surprised face, describe in a surprised voice that Zechariah's felt like his heart suddenly missed a beat and he jumped both inside and out. He couldn't believe what he was seeing.
- Scared (a little bit) – whilst acting out an anxious face, describe in an anxious voice that Mary felt a little fluttery inside and it made her feel a bit sick. She may have started to feel a bit warm.
- Sad – whilst acting out a sad face, describe in a sad voice that Joseph felt sad and it made him feel heavy and his belly felt very empty. He wanted to cry.
- Happy – whilst acting out a happy face, describe in a happy and excited voice that Joseph felt really good inside, his body was starting to relax and feel normal.

13.5a I Understand

- Recount the story of The Very Busy Angel and ask the children to tell their partner which was the scariest part and which was the happiest part.
- Use the following to help the children understand why Zechariah, Mary and Joseph felt scared, surprised, sad or happy. Children copy and practise showing the feelings on their faces.
- Frightened – Zechariah was very frightened when he saw the Angel.
- Surprise – Zechariah was very surprised when the angel appeared and shocked when he was told that he and his wife were going to have a baby.
- Scared – Mary was a bit worried when she saw Angel Gabriel.
- Sad – Joseph was a bit sad when he heard that Mary was going to have a baby.
- Happy – Joseph was happier when the Angel said that Jesus was going to grow up to help lots and lots of people.

13.5b I Understand

- Recount the story of The Very Bust Angel and ask the children to tell their partner which was the scariest part and which was the happiest part.
- Ask the children why Zechariah, Mary and Joseph felt scared, surprised, sad or happy. Children practise showing the feelings on their faces.
- Frightened – Zechariah was very frightened when he saw the Angel.
- Surprise – Zechariah was very surprised when the angel appeared and shocked when he was told that he and his wife were going to have a baby.
- Scared – Mary was a bit worried when she saw Angel Gabriel.
- Sad – Joseph was a bit sad when he heard that Mary was going to have a baby.
- Happy – Joseph was happier when the Angel said that Jesus was going to grow up to help lots and lots of people.

14. Shed a Little Light – The Miracle of Hanukkah



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

Search for a Menorah (Temple Menorah) and a Hanukkah Menorah on an image finding website.

Can you think of 10 different things that light up? (Torch, candle, light bulb, bonfire, lightening, sun, stars, glow-worm, lava and TV). Have you ever thought about what light means to you? One meaning of the word light is 'something that makes it possible for your eyes to see'. We have thought about what gives light. Can you describe how the light from these things may make you feel? For example, the light from a candle can make me feel relaxed. Watching the flame flicker and seeing the soft glow that it creates is really cosy. The light from a torch can make me feel relieved, if I went for a walk and it was dark, I would be relieved if I had a torch. What about lightening, how does that make you feel? How about the sun or stars?

We use the term 'light' to mean other things as well. There is a saying, 'light at the end of the tunnel'? Light is often used to refer to something better or easier; light can mean hope. Like I hope this walk comes to an end soon so I can play in the park. Light can mean the things that we know. The question 'can you shed some light on this?' is asking if you can help me to understand what this means. 'He or she can light up the room' is another saying, it means that a person makes those around them feel happier just by being there.

As the sun starts to set earlier and earlier and rise later and later many people start to miss the longer days of summer and start looking forward to spring when there are more hours of light in each day. People celebrate light in different ways, for some they plaster themselves in suntan lotion and spend their holidays lying in it (teenagers can spend a lot of time sleeping through it). Each year around the world billions of people celebrate festivals that are connected with light. Christmas, Diwali and Hanukkah are all celebrations that welcome light in some form or another.

Show the image of a seven branch menorah. Has anyone seen one of these before? Does anyone know what this image is? It is called a menorah; it is like a special lampstand that Jews believe began being used in a very special building known as the Jewish Temple in Jerusalem over three thousand years ago. The lamps on the top of each of the seven branches would have

used oil rather than candles. Jews believe that God commanded them to keep the light burning in the temple and never let it go out. It had to give out light twenty-four hours a day, seven days a week to represent God with them. It was the priests' responsibility to ensure the light never went out.

The Miracle of Hanukkah

The word miracle means something happens that should normally be impossible. This is the account of the Miracle of Hanukkah. Once upon a time, a very long time ago there was a young man called Judah Maccabees. Judah's dad who was called Mattathias had a special job. Mattathias worked in the temple, a special Jewish building in the city of Jerusalem. He had to keep the menorah alight. The menorah was a special type of lamp, like a candle stick, that showed that God was always with them, looking after them. The light was never allowed to go out. One day, a horrible king called Antiochus (pronounced An-tee-oc-us) attacked Jerusalem. He went into the Temple and put out the special menorah light. Many of the Jewish people in Jerusalem were frightened and ran away to the hills around the city.

Judah was angry. He was angry that the King Antiochus could attack his city. Judah gathered some Jews together and fought back. They won and King Antiochus and his army left the city. Judah went into the temple. He was sad because the temple needed to be rebuilt and the menorah relit. The menorah used oil rather than candles. There was only enough oil for one day, but they lit it anyway. Amazingly the lamp stayed alight for eight days. Judah was very surprised and happy, he believed that God was still with them. Many Jews celebrate this story every year with the festival of Hanukkah, including eating foods fried in oil and lightening a 9 branched menorah.

For the Jewish people, this light represented God's presence with them and removing this light meant more than just darkness. It was important that the temple menorah was lit, not just to provide light, but to demonstrate a belief that was very important to the Jewish people. We started by asking what does light mean to you. Light is more than just something that enables us to see, light is a term that can mean happiness, comfort and safety. I hope that today we can all make the effort to shed a little light on other people's problems and bring a little bit of light wherever we go.

Reflection

We are thankful for light in all its forms. We are grateful for feelings of comfort, understanding, happiness and safety. May we all strive to bring a little understanding into other people's lives, to help them to know comfort and happiness and in doing so, may we receive these from others.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, Sad, Anger, Fear and Surprise



Subsidiary Focus – Hope and Light

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for fear, anger, sad, surprised and happy – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for fear, anger, sad, surprised and happy – Also see **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

14.1 I See, I Hear

- Whilst presenting the assembly 'Shed a Little Light' or telling the story 'The Miracle of Hanukkah' emphasise the feelings happy, sad, anger, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

14.2 I See, I Hear

- Recount the story of 'The Miracle of Hanukkah' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, anger, fear and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

14.3 I See, I Hear

- Recount the story of The Miracle of Hanukkah and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy, sad, anger, fear and surprise. Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

14.4 I Feel

- Recount the story of The Miracle of Hanukkah and ask the children to tell their partner which was the saddest part and which was the happiest part.
- Use the following to describe how the different people felt during the story **(also see 'I Feel Descriptions')**.
- Frightened – whilst acting out a frightened face, describe in a frightened voice that the people living in Jerusalem were frightened and started shaking and felt like they were in danger. Their arms and legs felt heavy. They felt they wanted to just run away.
- Anger – whilst acting out an angry face describe in an angry voice that Judah felt like something was building up inside him. Like shaking a bottle of fizzy pop with the lid still on. He could feel his body going stiff and he started to clench his fists.
- Sad – whilst acting out a sad face, describe in a sad voice that Judah felt sad and it made him feel heavy and his belly felt very empty. He wanted to cry.
- Surprised – whilst acting out a surprised face, describe in a surprised voice when Judah was surprised, he couldn't believe what he'd found out. He couldn't make sense of what he'd seen.
- Happy – whilst acting out a happy face, describe in a happy and excited voice that Judah felt happy, he felt really good inside, his body was starting to relax and feel normal.

14.5a I Understand

- Recount the story of The Miracle of Hanukkah and ask the children to tell their partner which was the saddest part and which was the happiest part.
- Use the following to help the children understand why the people in the story felt scared, angry, sad, surprised or happy. Children copy and practise showing the feelings on their faces.
- Frightened – The Jews living in Jerusalem felt frightened when King Antiochus attacked the city.
- Anger – Judah was angry that King Antiochus attacked the city.
- Sad – Judah was sad that the light on the menorah had gone out and they only had enough oil to light it for one more day.
- Surprise – Judah was surprised that the light carried on shining for eight days even though they only had enough oil for one day.
- Happy – Judah was amazed and happy that God had made the light continue to shine.

14.5b I Understand

- Recount the story of The Mircale of Hanukkah and ask the children to tell their partner which was the saddest part and which was the happiest part.
- Ask the children why the people in the story felt frightened, angry, sad, surprised or happy. Children practise showing the feelings on their faces.
- Frightened – The Jews living in Jerusalem felt frightened when King Antiochus attacked the city.
- Anger – Judah was angry that King Antiochus attacked the city.
- Sad – Judah was sad that the light on the menorah had gone out and they only had enough oil to light it for one more day.
- Surprise – Judah was surprised that the light carried on shining for eight days even though they only had enough oil for one day.
- Happy – Judah was amazed and happy that God had made the light continue to shine.

15. Christmas Traditions – Lucas's Christmas Traditions



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

I have a list of 24 Christmas Traditions written down. I want to see if you can guess which traditions are on my list. I also want to see if you can you come up with Christmas traditions that are not on my list. If a pupil says a word that is on the list, ask them to come out and hold up the word. If a pupil comes up with a word that is not on the list, write it on a blank strip of paper and give it to the pupil to hold up.

Traditions come in all shapes and sizes. Some of them are celebrated by the whole community, some of them by individual families and some become traditions that we just do on our own. Where do they come from? For example, who started sending cards to other people? Have they always been cards that fold in the middle? Have they always had snowmen and a fat man in red on the front? Religious festivals all over the world involve the giving of cards (but not with Christmas written on the front). Does anyone know why people decorate trees and place them in their houses at Christmas time? When did the tradition begin and who started it? Why do we give gifts at Christmas? Have the traditions that we celebrate always been around and does everyone celebrate them in the same way?

Someone was telling me the other day ('someone' being the writer of Feel Good Assemblies) that they used to do something on Christmas Eve that they thought was a Christmas tradition that everybody did. He said that every Christmas Eve his mum would cook a joint of pork and a bowl of stuffing, and they would invite friends around to eat a pork, stuffing and apple sauce batch! (Midlands talk for a bread roll, bun, barmcake, etc.) He used to look forward to this tradition, spending Christmas Eve with family and friends. He remembers that his dad liked the bread heated in the oven, so it went crispy, but he liked it warmed in the microwave so that his was soft. He didn't realise that it wasn't a national tradition until he got married. On their first Christmas as a married couple, they undertook the mammoth task of a Christmas shop. He explained to his wife that they needed a joint of pork for the 'Christmas Eve tradition', but his wife had only had them on Christmas Eve when visiting his parents. He got quite upset and insisted that this tradition was celebrated the world over and that her family must have simply 'overlooked' this long and noble tradition. It turns out his wife was correct and what he thought of as a widely celebrated

tradition turned out to be one that was just celebrated by his family.

He's now got a family of his own and the 'pork and stuffing batch' tradition, once celebrated by him and his parents, has developed into a pulled pork and stuffing 'batch' (with BBQ sauce), that still takes place on Christmas Eve, just after his family has waved Father Christmas off in the local town. It's nice to think that his new tradition will probably continue for a number of years to come. There are so many different traditions celebrated at this time of year, some of them are traditions that belong to a family and some that belong to a whole community. We are going to hear a story about some of the many traditions that are celebrated around the world at Christmas.

Lucas's Christmas traditions

It was the last day of school before the Christmas holiday and Lucas was very excited. He'd been learning about things children in his class did around Christmas time. His teacher had asked the class to bring in a photo or picture of something they only did around this time of year. Lucas bought in a photo of him playing Joseph in the school nativity. Ambrosi' bought in a photo of a nativity scene that he'd made. When he'd lived in Georgia, Ambrosi would take it to his church on Christmas day which was celebrated on the 7th January. Rosa, whose parents were from Portugal, bought in a picture of her Christmas dinner. It was so different from Lucas' turkey and roast potatoes. Rosa had fish, vegetables, boiled potatoes and boiled eggs. Erika loved it when her grandparents visited from Ghana. She'd bought in a photo of her grandma dressed in colourful clothes, drumming and dancing on Christmas Eve. Ajay showed a picture of him carrying a Poinsettia flower and candle to decorate his local Roman Catholic Church, it was a tradition his mum bought over from India and his church had carried it on ever since.

Nusiba said that she didn't celebrate Christmas because she was a Muslim, but she loved it when Ramadan was celebrated during December, she bought in a photo of her eating a special meal at the end of Ramadan. Aaban bought in a photo of his Christmas tree. He said that he was also a Muslim, but his family loved to spend time together and share presents. Aaban especially liked his Christmas dinner. Abheek said that he didn't really do very much Christmassy stuff, but his family celebrated Diwali. He'd bought in a photo of his family taking food to offer the gods in his local Hindu Temple.

That evening Lucas, who was still very excited told his dad and grandad all about the different things children in his class did around Christmas. His grandad told Lucas that it reminded him of marching through the streets dressed as one of the three kings carrying presents when he was a boy growing up in Brazil. Lucas was still too excited to get ready for bed. Eventually, his grandad took Lucas up to bed and very slowly and calmly told him about the first Christmas when Jesus was born. I can't wait for Christmas said Lucas as he yawned and fell fast asleep.

Some Christmas traditions are very old, the wise men are said to have given their gifts to the baby Jesus over two thousand years ago. Other traditions are relatively recent with many of the Christmas traditions celebrated today having their beginnings in the Victorian era, which means they are less than two hundred years old.



Traditions are a way of connecting people today with communities from the past and a way of ensuring that we remember and celebrate the same values.

1. Tree
2. Decorations
3. Christmas Dinner
4. Sprouts
5. Presents
6. Carols
7. Advent Calendar
8. Advent Candles
9. Turkey
10. Stuffing
11. Cranberry sauce
12. Going to midnight Mass
13. King's speech
14. Cards
15. Father Christmas
16. Angel/fairy/star on the tree
17. Giving Santa a biscuit and his reindeer a carrot
18. Stockings on the fireplace
19. Letter to Father Christmas
20. Mistletoe
21. Wrapping presents
22. Treats and sweets
23. Elves
24. Nativities

Reflection

Let us be thankful for important times when communities come together to celebrate and remember important occasions. We think about traditions and how they make us feel. May we remember that traditions often begin with values of togetherness and remembrance, and therefore let us remember the roots of Christmas this year together in our community.



Activities: Approx. 3-7 years

Feeling Focus – Happy



Subsidiary Focus – Christmas Traditions

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy – Also see **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

15.1 I See, I Hear

- Whilst presenting the assembly 'Christmas Traditions' or telling the story 'Lucas's Christmas Traditions' emphasise the feeling happy (excited). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

15.2 I See, I Hear

- Recount the story of Lucas's Christmas Traditions by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feeling happy (excited). Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feeling on their faces.

15.3 I See, I Hear

- Recount the story of Lucas's Christmas Traditions and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feeling happy (excited). Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feeling on their bodies.

15.4 I Feel – I Understand

- Recount the story of Lucas's Christmas Traditions and ask the children to tell their partner when they have been very excited.
- Use the following to describe how Lucas felt during the story **(also see 'I Feel Descriptions')**.
- Excited – whilst acting out an excited face describe in an excited voice how Lucas felt really jumpy inside, he couldn't stop thinking about Christmas, he felt so happy his head felt a bit dizzy. Lucas couldn't stop talking about Christmas traditions.
- Explain that Lucas was so excited because he really enjoyed Christmas and the Christmas holidays had begun.

15.5 I Can

- Recount the story of Lucas's Christmas Traditions and ask the children to tell their partner when they have been very excited.
- When Lucas was excited and couldn't get to sleep, his grandad told Lucas a story in a slow and calming voice. It helped Lucas to relax and he fell asleep.
- What can you do to help calm down when you feel excited?
- A few weeks ago we thought about other ways we can help ourself to feel calm inside. Act out the following:
    - Listen to yourself breathing.
    - Listen to your heartbeat.
    - Think about now, not yesterday, not today, not tomorrow, but now.
    - Use your forefinger on one hand and touch the middle of your other hand. Think about how it feels.
    - Visualise a peaceful scene.
    - Imagine you're sitting next to a stream of water, what can you hear and what can you see?



16. Talent Takes Practise – Jess and Jamie's Football Trials



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

Download the video 'The Parable of the Talents' (4 minutes 44 seconds) http://www.max7.org/en/resource/talents. These videos can be downloaded on memory sticks and kept as a permanent resource in the school courtesy of www.max7.org

The term talent means something that you are naturally good at. Everybody in this room has a talent. Some of you may know what it is and some are yet to find out. Would any volunteers like to come and act out your talent and see if we can guess what it is, remember it is something that you are good at and probably like to do. *(Ask for other volunteers to act out their talents).* Can anyone guess what the talent might be? If I were to ask you to write me a list of five talents, what would be on your list? I wonder if they would involve various types of sport or being able to play different instruments. Talents cover a far wider range of skills than just these. Some of us are naturally good at maths or reading, some of us are good at thinking through problems, some of us are good listeners and some of us (like teachers) are good talkers. Caring and being kind is a talent, some of us are better at it than others.

Before we continue to talk about talents, it is important that we remind ourselves that just because I might not be naturally blessed with a particular talent and might find certain activities harder than other people might find them, it does not mean that I shouldn't give them 100% of my effort. Many of your talents help all of us not just you. We can all be entertained by sports players or musicians or benefit from a talented teacher, talents are there for the community, not only the individual.

I began the assembly by giving you the definition of the word talent. A very long time ago the word 'talent' was used for something very different. It was a way of talking about how heavy something was so, for example, you could have a talent of gold. A 'talent' was the largest measurement of weight that was used in the Bible. Jesus tells a story called 'the parable of the talents'.

Show the video of the parable of the talents or read Matthew 25:14-30. In the parable, a master gave his servants varying amounts of money and they were expected to go and make more. They would ultimately benefit from their work. Two of the servants did just that, they used the money to make some more money. The master was pleased with their work and rewarded them with the

money. The last servant hid the money and carried on with his life, when the master came back he was angry and took the money off the servant. Although the parable uses the example of money, it also makes us think about what we do with the things we have like our talents. We often think about our talents as the things we are naturally good at, but unless we practise using them no one benefits from them.

Jess and Jamie's football trials

Jess and Jamie were twins and they were both very talented football players. They both wanted to play for the town's under sevens' team but the team was already full of talented players. Jess was determined to be picked. She knew that she was good, but she wanted to become better. She would practise whenever she could. Playing at break and lunch times. When she was on her own, Jess would practise keepy ups, kicking the ball against a wall or taking penalty kicks at the goals in the park. Jamie was also very good, and he also played at break and lunch times, but he felt he didn't need to practise. While his sister did keepy ups, Jamie played on his tablet. While Jess kicked the ball against the wall, Jamie played on his Xbox and while Jess was practising scoring goals, Jamie watched the telly.

Over breakfast, the twins' dad said that the town's under seven team needed two more players and there was going to be football trials that weekend. Jamie had 3 days to practise. He joined Jess practising her keepy ups. He kicked the ball against the wall and he practised his penalty kicking. Whatever he did, Jess just seemed a little better. On the day of the trials there were lots of other very good players there. Jess and Jamie played a few games and had to show their football skills. At the end of the day the names of the two players chosen to join the team were going to be picked. Jess and Jamie were so excited. They waited with their dad as the names were read out. Jess was the first name. She was delighted. Yes, she shouted as she jumped and punched the air. There was a pause before the second name was called. But Jamie's name wasn't read out. Somebody else had got the place. Jamie was so disappointed. On their way home, Jamie wished he'd practised more. He turned to Jess and said, well done sis, you deserved that.

Practising something over and over again, is the only way we will really get good or very good at something. Sometimes it is the things that we are good at that we never practise, because we are naturally good at them already. Imagine how good you could be at something you are naturally good at if you practised getting better at it.

Many people will have made new year's resolutions at this time of year. They may decide to take up a new hobby or quit a bad habit. I challenge you to practise what you are good at. Become great at what you are good at. This year, you could make the decision to practise what you are already good at.

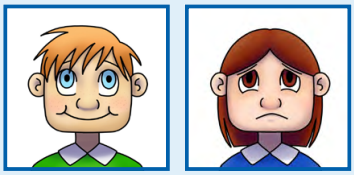
Reflection

Let us think about the variety of gifts and talents in this school. Let us be thankful for the talents that we have, whether we know about them now or will get to know about them in the future. Let us use and grow our talents for the benefit of ourselves and our community.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Happy, (Delight) and Sad (Disappointment)



Subsidiary Focus – Practise and Perseverance

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy (delighted) and sad (disappointed) – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy (delighted) and sad (disappointed) – Also see **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

16.1 I See, I Hear

- Whilst presenting the assembly 'Talent Takes Practise' or telling the story 'Jess and Jamie's Football Trials' emphasise the feelings happy (delighted) and sad (disappointed). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

16.2 I See, I Hear

- Recount the story of Jess and Jamie's Football Trials by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (delighted) and sad (disappointed). Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.

16.3 I See, I Hear

- Recount the story of Jess and Jamie's Football Trials and ask the children to freezeframe a part of the story for somebody else to guess.
- For each part of the story pause and over emphasise the feelings happy (delighted) and sad (disappointed). Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

16.4a I Feel

- Recount the story of Jess and Jamie's Football Trials and ask the children to tell their partner when did Jess feel delighted and when did Jamie feel disappointed.
- Use the following to describe how Jess and Jamie felt during the story **(also see 'I Feel Descriptions')**.
- Tired – I wonder if Jess felt tired doing all that practising.
- Delighted – whilst acting out a happy face describe in a happy voice that Jess felt like her insides wanted to jump for joy and everything about her wanted to say yes!
- Disappointed – whilst acting out a sad face describe in a sad voice that Jamie's insides did a really big sigh, he felt really heavy inside. Everone act out a big sigh.

16.4b I Feel

- Recount the story of Jess and Jamie's Football Yrials and ask the children to tell their partner when they have felt delighted or disappointed.
- Use the following to describe how Jess and Jamie felt during the story **(also see 'I Feel Descriptions')**.
- Tired – I wonder if Jess felt tired doing all that practising.
- Delighted – whilst acting out a happy face describe in a happy voice that Jess felt like her insides wanted to jump for joy and everything about her wanted to say yes!
- Disappointed – whilst acting out a sad face describe in a sad voice that Jamie's insides did a really big sigh, he felt really heavy inside. Everone act out a big sigh.

16.5a I Understand

- Recount the story of Jess and Jamie's Football Trials and ask the children to tell their partner which was the happiest part and which was the saddest part.
- Use the following to help the children understand why Jess or Jamie felt delighted or disappointed. Children copy and practise showing the feelings on their faces.
- Delighted – Jess was picked for the under seven's team.
- Disappointed – Jamie wasn't picked for the team.
- What could Jamie have done to improve his chances of being picked for the team?

16.5b I Understand

- Recount the story of Jess and Jamie's Football Trials and ask the children to tell their partner which was the scariest part and which was the happiest part.
- Ask the children why Jess or Jamie felt delighted or disappointed. Children practise showing the feelings on their faces.
- Delighted – Jess was picked for the under seven's team.
- Disappointed – Jamie wasn't picked for the team.
- What could Jamie have done to improve his chances of being picked for the team?



17. Is it Fair? – Joseph and his Colourful Coat



The next two weeks will focus on the story of 'Joseph and his Coat of Many Colours'. Each day will focus on a different character from the story. There are lots of animated versions of this story on YouTube. You may want to show the whole story or just the part from each day. You may want to ask pupils to read the part of the different characters or ask children to act out the accounts as they are read out.

Is there one thing that you own that is very important to you? **Please give an example of an item that you own that was given to you by a parent or grandparent and is important simply because it was given to you by a loved one. You may want to explain that it made you feel important and loved etc.** Over the next couple of weeks we are going to listen to a story about a guy called Joseph. Joseph was given something by his dad that started a journey that he couldn't have imagined. He was one of the youngest in his family, but he felt that he was more important than the others. I'll let Joseph and one of his brothers begin to tell you the story.

Joseph...

"My name is Joseph, I'm 17 years old and this week you are going to hear all about me. I have 11 brothers. 10 of them are older than me, but Benjamin is the youngest. I'm my dad's favourite son. He gave me a special coat; it's made of the finest materials, and it is very colourful. It made me feel really happy. I love wearing it, especially around my brothers, it makes me feel important. Recently I have been having dreams that prove that I am more important than my brothers. In my first dream, my brothers and I were in my dad's fields cutting the corn. When we had cut some of the grain stalks, we collected them together and tied string around them. These bundles are called sheaves. In the dream my sheaf of corn stood up, my brothers' sheaves also stood up and gathered around my sheaf. They then bowed to my sheaf. It was a great dream, when I woke up I went and told them.

My second dream was even better; I dreamt that the sun, the moon and 11 stars all bowed to me. I think that means that my mum, dad and brothers think I'm important. When I woke up I went and told my brothers and my dad. They didn't seem as excited as I did."

Joseph liked feeling important and the coat that his dad gave him made him feel important. But Joseph liked to tell other people that he was important. We are now going to hear from one of Joseph's brothers. We will find out how important his brothers thought Joseph was.

Levi...

"My name is Levi, I am the 3rd eldest of 12 brothers. Recently we have been a little fed up of our brother Joseph. Dad gave him a 'special' coat. We don't think it's fair, we work hard for our dad, and he doesn't

give us anything special, even after we look after his sheep and harvest his crops in the fields. It makes me really sad. Actually, that reminds me of a dream Joseph told us about. He said that whilst in a field cutting corn, his sheaf stood up and our sheaves gathered around it and started bowing down. A few nights later he'd dreamt that my dad was the sun, his mum the moon and my brothers and I were stars all bowing down to him. It made me so angry. I can tell you now, there is no way I'm bowing down to my little brother. Not for a hundred sheaves in a thousand corn fields.

Joseph's always thought of himself as a bit special. Even when he was younger he used to tell us stories of how great he was going to be. It used to annoy all of us. I always thought he was pushing it telling ten older brothers that he was going to be best."

It is important to feel special. The 'object' I explained at the beginning made me feel special. But it is important when we feel good about ourselves to still consider the feelings of others. "I've got a new pair of trainers, and I want to show them to others." There's nothing wrong with that, but if you show the same person them ten times and tell them repeatedly that your trainers are better than theirs, then we've gone too far. Don't boast, in this story as we are going to find out Joseph pays quite a high price for his boasts.

Reflection

We know the power of kind words and we know that they can change a situation, they can improve a bad mood or even help us to think positively when we're feeling sad. Let us, with the small words that we say, help others on their way to a 'happily ever after'.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Various
Subsidiary Focus – Big and Small Feelings

Optional resources to support this week's theme:

- Printed **Variations of*** for chosen feelings
- Small ball, medium sized ball and a big ball and/or deflated balloon

** Included in the Teacher's Guide.*

17.1

- Whilst presenting the assembly 'Is it fair' emphasise the various feelings being described. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

17.2 Reuben

- Yesterday we heard from a boy called Joseph and his brother Levi. Why did Joseph think he was special? Today we are going to hear from Reuben, another one of Joseph's brothers to find out what happened next.

  "My name is Reuben, I'm the eldest of 12 brothers. My father, Jacob trusts me to look after the sheep whilst we're out working. I think I'm supposed to look after my brothers as well, although dad's never said anything. Over the last few days we've been moving our sheep around looking for grass for them to eat. Yesterday Joseph appeared. Levi said that he was 'checking up on us'. Joseph and Benjamin normally stay at home whilst we are out in the countryside. Dad doesn't want any harm coming to them. Anyway, Joseph comes strolling over with his 'new coat'. Dan suggested that we could get rid of him forever. Naphtali said that would make sure that no one ever bows down to him. I couldn't let this happen, what would dad say? There was an empty well close to where we were, so I suggested we stick him in it. Some of the brothers wanted us to leave him in the well forever, but I'd planned to go back later and get him out. When I got back to the well, he was gone. I was so surprised. It made me feel so sad. I was also scared about what my dad was going to say."

- Well, that wasn't fair, all because of a coat. Ok, Joseph was a bit too proud and liked to boast in front of his brothers, but it wasn't that bad was it? What do you think Joseph should have done when he got his coat? What do you think the brothers should have done?

- Ask the children to talk about how Reuben may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Rueben's feeling was big, small or somewhere in-between? (Suggested feeling – Fear) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Reuben may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Reuben felt? (Suggested feeling – Fear) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

17.3 Judah

- Can anyone recount Joseph's story so far? How did the story finish yesterday? Today we are going to hear from Judah, another one of Joseph's brothers to find out why Joseph wasn't in the well when Rueben returned.

  "My name is Judah. I am one of the 12 brothers. I'm sure you've heard all about Joseph, the dreamer, the one with the nice coat. Well after we'd thrown Joe in the well, and after Reuben made his excuses and left, we saw a bunch of Ishmaelites coming towards us on their camels. I knew that the Ishmaelites would buy Joseph and take him far away. We'd get rid of Joseph, get some money and plus there was no way anyone would bow to him now. We removed his coat and gave him to the Ishmaelites. They dragged him off towards Egypt. We made Joe's coat dirty. It was great to ruin that coat, we all hated it. We told dad that we'd found the coat and we didn't know where Joseph was."

- Well, it just seems to be getting worse for poor old Joseph. He thought others would be proud of him; he never thought telling everybody his dreams and showing off his coat would lead to this. Hatred and anger can sometimes make us think of doing some horrible things. It is important to remember that many of our actions have consequences. They may not be as extreme as Joseph's or Judah's, but some may have outcomes that we can't imagine.

- Ask the children to talk about how Judah may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Judah's feeling was big, small or somewhere in-between? (Suggested feeling – Anger) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Judah may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Judah felt? (Suggested feeling – Anger) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

17.4 Potiphar

- What happened to Joseph in yesterday's story? Joseph's brothers sent him away to Egypt and ruined his nice coat. Today, we are going to hear from a man in Egypt to find out what happened to Joseph. Ask a pupil to read the part of Potiphar.

  "My name is Potiphar, I'm Egyptian, and I'm very, very important. I am very rich, I have a very large house, many servants, and I'm very important. It is important that you know that I'm important. I advise Pharaoh on many things, top secret things. Anyway, enough about important me, I got Joseph off some Ishmaelite traders, he was young and looked intelligent. I was so impressed by him that he was soon in charge of the other servants; he even ended up looking after my money. My wife told me that Joseph had tried to steal something that is very important to me. In MY house! It makes me so angry to think that I trusted him! He's in prison now where he belongs."

- Potiphar's' wife had made the whole thing up, but Joseph once again found himself alone and, this time, it most certainly wasn't his fault. Whilst in prison, Joseph worked hard and won the respect of the prison guard. The guard saw that Joseph was a good, honest and wise man. Eventually, Joseph was put in charge of the other prisoners.
- Can it get any worse for Joseph? We began the story with Joseph as dad's favourite, dreaming and wearing a great coat. But Joseph didn't sit in his cell moping around and complaining, telling everyone that his dreams were now shattered, instead he chose to work hard and prove himself to the prison guard.



- Ask the children to talk about how Potiphar may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Potiphar's feeling was big, small or somewhere in-between? (Suggested feeling – Anger) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Potiphar may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Potiphar felt? (Suggested feeling – Anger) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

17.5 The Poor Baker

- Do you think it was it fair what happened to Joseph? Today we are going to find out more about Joseph's life in prison.

  "Hi, my name is Brian, and I'm the butler to the Pharoah, the King of Egypt. Burt, Pharaoh's' baker and I were thrown in prison not that long ago. It was a misunderstanding for me, but I'm not sure why Burt was here. One night we both had a dream, they were very confusing and left us both a bit scared. Joseph said that if we told him our dreams, he'd ask God if he'd give Joseph the meanings. I'd dreamt of a grape vine with three branches. Buds on the branches became clusters of grapes. I crushed the grapes to make some wine and then gave the wine to the Pharaoh to drink. Burt said that he had three baskets on his head, in the baskets were all kinds of bread and cakes. Birds ate the bread and cakes out of the baskets on the baker's head. Joseph told Burt that the birds were the Pharaoh who was going carry on punishing him. Burt was very sad. I, on the other hand, was more fortunate, the wine in the cup meant that the Pharaoh would give me back my job in three days. It made me very happy. Joseph asked me to explain his story to Pharaoh to see if Pharaoh would release him."

- What will happen to Joseph? Will Brian tell the Pharaoh of Joseph and will Pharaoh release him? Even though Joseph hadn't done anything wrong he still found himself in prison and willing to help others. He still had hope that one day life would be better than it currently was. Let's just hope that Brian remembers to tell Pharaoh.
- There were lots of feelings in this week's stories. Can you think of a time in the story when someone felt happy, sad, angry, scared, surprised or love? We will look at how the story ends next week, but for now Joseph is in prison. If it was me, I might feel sad, angry or even scared. But not Joseph, he's shown that he's caring and trustworthy. The prison guard has put him in charge of the other prisoners. We could say that Joseph is happy and content with the way life is going, even if it isn't going the way he thought it would.

- Ask the children to talk about how Brian may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Brian's feeling was big, small or somewhere in-between? (Suggested feeling – Happy) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Brian may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Brian felt? (Suggested feeling – Happy) Demonstrate using a small, medium or large ball, or by blowing up a balloon.



18. Joseph's Happily Ever After



This is the second of two weeks telling the story of 'Joseph and his Coat of Many Colours'. Each day will focus on a different character from the story. There are lots of animated versions of this story on YouTube. You may want to show the whole story or just the part from each day. You may want to ask pupils to read the part of the different characters or ask children to act out the accounts as they are read out.

Have any of you heard the phrase, 'happily ever after'? 'Happily ever after' is usually found at the end of a story that ends well. Many stories have their ups and downs, their problems and the solutions, their struggles and their victories. Most stories end when things have been sorted and life seems to be good. Fairy tales like Snow White and the Seven Dwarfs and Cinderella have a happily ever after. Can anyone remind us of how any of these stories end? Can you think of any other stories with a happily ever after?

We have been following the life of Joseph as he'd gone from his dad's favourite son to a prison guard's favourite prisoner. It's hard to imagine that one day you're sitting boasting to your family about how great you think you are going to be, and a few years later you're sitting around in prison wondering what the future holds. Can anyone tell me the bad things that happened to Joseph? I'm impressed that even though Joseph had been through all this, he was prepared to work hard. What do you think will happen to Joseph next? Do you think there will be a happily ever after to the story of Joseph? Well, events took an unexpected turn when the Pharaoh had a dream. We are going to hear all about that dream from Pharaoh himself.

Pharaoh

"I'm Pharaoh, king of Egypt and last night I had a most weird dream. I dreamt that I was standing by the river Nile when seven healthy, fat cows came up out of the river and started feeding on the grass at the side of the river. Suddenly, after them, came more cows, these cows were much, much thinner and looked very unhealthy. Then the seven thin cows started eating the seven fat cows. I woke up in a panic, but I realised it was just a dream, as I started drifting off to sleep I started dreaming again. In the second dream I saw seven heads of grain on a stalk, these heads of grain were fat and plump, and then seven thin heads of grain sprang up, and they swallowed up the seven fatter heads of gain. As you can probably tell, I was shocked and confused about my dreams. I asked many of my palace officials to interpret my dreams, but they all said they didn't know what the dreams meant. It was then that my butler told me about Joseph.

Butler

Remember me? I'm Brian, the Pharaoh's butler. It's been two years since I was

released from prison. I'd completely forgotten about Joseph, well that was until the Pharaoh asked us if we knew anyone that could interpret dreams. Nobody throughout Egypt could interpret the dream, that is no one was brave enough, the Pharaoh's a powerful man, if you interpreted the dream wrongly there's no knowing what the Pharaoh may do. Anyway, I told the Pharaoh about Joseph and told him where Joseph could be found. I'll never forget the relief on the Pharaoh's face as he realised that there was someone that could help him."

Imagine if the story of Joseph was turned into a film. Think of the music that would be playing in the background while Joseph is waiting in prison, wondering if the butler ever told the pharaoh about him and his ability to explain the meaning of dreams. Imagine the slow and sad music changing to an upbeat and hopeful tune as the butler begins telling Pharaoh about Joseph. Joseph may have thought that his conversation with the butler had been forgotten. Pharaoh's dream reminds the butler of the conversation he'd had with Joseph two years before. The butler has a conversation with Pharaoh and Joseph is freed.

At school we need to think about our actions and the things that we say to others. In this story, Joseph's 'bad time' was changed in an instant. Although he'd been waiting for two years, one conversation between the butler and Pharaoh changed his situation. What we say today may not get someone out of prison, but a kind word may certainly brighten someone's day. By thinking about others, being kind with our words and possibly even letting someone else have the last slice of pizza in the dinner hall, you may make a bigger difference than you think. We all have the ability to help create a happily ever after.

Reflection

We know the power of kind words and we know that they can change a situation, they can improve a bad mood or even help us to think positively when we're feeling sad. Let us, with the small words that we say, help others on their way to a 'happily ever after'.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Various
Subsidiary Focus – Being positive in difficult situations.

Optional resources to support this week's theme:

- Printed **Variations of*** for chosen feelings
- Small ball, medium sized ball and a big ball and/or deflated balloon

** Included in the Teacher's Guide.*

18.1

- Whilst presenting the assembly 'Joseph's Happily Ever After' emphasise the various feelings described. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

18.2 Joseph

- Yesterday we heard that Pharoah had had a couple of weird dreams and Joseph was released from prison so that he to tell Pharoah what the dreams meant. What do you think Joseph would have felt like leaving the prison? If it was a movie, what kind of music would be playing in the background?

  "I was so happy to be out of that prison. They took me straight to Pharoah; I didn't even have time to get washed and cleaned up. I told the Pharaoh that it wasn't me that was able to interpret the dreams, rather it was my God that could interpret them. If he told them to me, I would ask God to give me the meaning of the dreams. He told me the dreams. I told him that Egypt is in for 7 years of amazing food harvests, there will be so much food around. But Egypt shouldn't waste the food, 'cause just as the thin cows and rough heads of grain followed the fat cows and grain there will be 7 years of famine that follow the 7 good years. I told the Pharaoh that he needed to choose a person who could collect food in the good years and then give it out to the Egyptian people in the years of famine so that no one would suffer. Pharaoh thought I'd be ideal for the job because if my God could interpret his dreams God would help me as we collected and stored the food. He's made me governor over all Egypt. If only my brothers could see me now, although I certainly wouldn't boast."

- I expect Joseph spent time thinking over his past saying 'if only I'd...' 'If only I had been nice to my brothers', 'if only dad hadn't bought me that coat', 'if only I'd kept my dreams to myself.' The Bible doesn't tell us if he told those in prison his dreams and I wonder if Joseph ever thought why he'd dreamt them in the first place. Making mistakes is part of life and should be celebrated. Instead of saying 'I can't do it' when you get your spellings wrong or making a big block tower, what you really mean is I can't do it yet!'

- Ask the children to talk about how Joseph may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Joseph's feeling was big, small or somewhere in-between? (Suggested feeling – Happy) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Joseph may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Joseph felt? (Suggested feeling – Happy) Demonstrate using a small, medium or large ball, or by blowing up a balloon.



18.3 Benjamin

- Can anyone remember the story from yesterday? Joseph was freed from prison and told Pharoah the meaning of his dreams. Can anyone act out Pharaoh's dream without using words? What did the dreams mean? Today we are going to hear from one of Joseph's brothers. The famine years have started and we are going to find out how Jacob and his sons have been coping.

  "My name is Benjamin, and I am the youngest of 12 brothers, well only 11 of us are still around. My dad and brothers are farmers, but there has been a famine in the land for what seems like ages. Few years ago the harvests were amazing, so much grain, if we'd only known we needed to keep some of it. Dad sent my brothers off to Egypt as rumour has it, they have lots of grain, and they are selling it to anyone that has the money. Dad said that I couldn't go as he'd already lost Joseph; he couldn't lose me as well. The problem is that they came back yesterday saying that the governor of the land thought they were spies, and he'd imprisoned Simeon, the 2nd eldest. Reuben had told him our story. He told the governor that I was his younger brother and was at home with dad. The Governor said that the only way of proving that the story was true was if they brought me back to show him. There's a big argument now as dad doesn't want me to go, but Simeon is still in prison. It turns out that the Governor had put the money my brothers had used to pay for the grain back in the grain sacks, they only discovered it when they got back home. There's something fishy going on here."

- The brothers hadn't recognised Joseph with all his Egyptian clothing and makeup on, but Joseph clearly recognised them. What's Joseph doing? Punishing them for selling him into slavery or just a horrible joke, and why just Simeon? Will Benjamin go with his brothers back to Egypt? Sometimes life can leave us asking lots of questions like, 'is it fair?'

- Ask the children to talk about how Benjamin may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Benjamin's feeling was big, small or somewhere in-between? (Suggested feeling – Sad) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Reuben may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Reuben felt? (Suggested feeling – Sad) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

18.4 Simeon

- Benjamin told us that his brothers went to Egypt to get some food for the family. But it didn't go to plan. Can anyone remember the story from yesterday? Why didn't Jacob want to send Benjamin to Egypt? What do you think will happen next?

  "I'm so glad they came back, I was getting worried, I didn't like being imprisoned for something I haven't done. Makes me think I was being punished for what happened to Joseph. He was a bit arrogant, but he didn't deserve to be taken away. I wonder what happened to Joseph? I often feel very guilty for what we did to him.

  Once I was released, the governor insisted that we had dinner with him. Benjamin's dinner was larger than everyone else's. It was all a bit weird. Before we left, the governor asked to see Benjamin and asked about 'dad', he filled up our grain sacks and let us go home. We hadn't been traveling long when we saw an Egyptian chariot chasing after us. The governor's servant told us that the governor's special cup had gone missing and that he thought we had stolen it, he said that if anyone of us had stolen it, that person would be thrown into prison. The men went through our bags. They found the cup at the top of Benjamin's bag. We couldn't believe it. We were so surprised, and not in a good way. It was so confusing. Reuben felt so guilty, dad had already lost Joseph, it now seemed that he was going to lose Benjamin."

- Happily ever after seems a long way away again, especially for Reuben, who promised his dad that he'd return with his youngest son. What does the word 'consequence' mean? Consequences are the things that happen because of
- the things we say or do. All actions have consequences and the brothers are now starting to reap the effects of their actions many years before.
- What are the consequences of being nice to someone? What are the consequences of not being nice to someone? What are the consequences of choosing to do what the teacher has asked? What are the consequences of choosing to ignore a teacher's instructions? The consequences of crossing a road without looking are too horrible to think about. We all live in the consequences of our actions whether good or bad.

- Ask the children to talk about how Simeon and Reuben may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Simeon and Reuben's feelings were big, small or somewhere in-between? (Suggested feeling – Shame/Guilt) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Reuben may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Reuben felt? (Suggested feeling – Shame/Guilt) Demonstrate using a small, medium or large ball, or by blowing up a balloon.



18.5 Joseph

- Can anyone remember the story from yesterday? Simeon was released but Joseph planned something to scare the brothers. Do you think it was it fair what happened to Joseph? Do you think it was fair what Joseph did to his brothers or his dad?

  "You've probably heard the line, "and they all lived happily ever after", well that's exactly what happened to me, my dad and my brothers. You may ask why I did it, why didn't I just tell them who I was when I first saw them? It was clear that they didn't realise that I, the governor of Egypt, was Joseph, their brother. I had changed, I'd grown up, I was wearing Egyptian clothes (and makeup). I don't know why I did it, I had forgiven them for sending me away, and anyway, it was the only way I was able to meet the Pharaoh and interpret his dreams. God had a plan all along. I do really love my family so much.

  I told them who I was and that everything was going to be OK, I said that God had planned all this for a reason; that I needed to get to Egypt to be able to meet Pharaoh and protect everyone from this famine. The Pharaoh agreed that I could bring my dad, brothers and their families to come and live in Egypt. That's exactly what I did. It was so good to see my dad again, and it was great to know that I had saved them from this famine. I love my dad, I'd missed him so much. It's funny isn't it, sometimes dreams just do come true."

- Well, we've reached the end of the story of Joseph. Throughout the story, we've suggested that living through the harder times is preparation for the good times. That's not to say we should just let people get away with doing bad things. Sometimes the hope for a happy ending is what will help us achieve that happy ending. Even when Joseph was in jail, I expect he 'hoped' his dreams would come true. Without that hope he would have given up, sitting in the corner of his cell feeling sorry for himself. Instead, he chose to work hard, and he impressed the prison guard, impressed the butler and finally impressed Pharaoh.

- Ask the children to talk about how Joseph may have felt during the story. Choose one of the 8 feelings (suggested by the children). Explain that sometimes the feeling may feel small and sometimes the feeling may feel big. Do you think Joseph's feeling was big, small or somewhere in-between? (Suggested feeling – Love) Demonstrate using a small, medium or large ball, or by blowing up a balloon.

- Ask the children to talk about how Reuben may have felt during the story. Choose one of the 8 feelings (suggested by the children) and show the **variations of** it. Which of the variations do you think Reuben felt? (Suggested feeling – Love) Demonstrate using a small, medium or large ball, or by blowing up a balloon.



19. If at First You Don't Succeed – The Spider and the Cave



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

What connects tennis, riding a bike, playing a trumpet, reading and writing? Well, I've never met a person who has been able to do them from birth. They are all learned and require effort and practise. We know that some people find some of them easier than others, but nobody was born with these abilities.

There is a very important saying, have you heard it before? 'If at first you don't succeed try and try again'? Can you think of something you couldn't do, but you can now? Think about how a young child learns to walk. Long before they try to stand up, babies will begin moving their arms and legs to build up their strength and learn how to move them. Most babies will progress on to crawling, building up their muscles and practicing their coordination. They may start to stand up, holding on to furniture, and then inevitably comes the first steps. Just imagine that you are watching a young child, who has spent the last year preparing for their first steps, you've walked them around holding on to your hands, but now they are about to do it on their own for the first time. You watch as they let go of the furniture and get their balance, they take one or two steps, and then they fall over. Can you imagine if the young child decided at that point that walking was too difficult and gave up? We are not programmed like that, the child will try and try again until they have mastered the art of walking.

At school, you may hear the term 'resilience'. Resilience means the ability to try again even if you are finding something really hard if hasn't worked the first time. We are all born with resilience, whether walking, talking or a whole host of other activities, we have the ability to overcome difficulties and have another go. But sometimes things can seem too much for us, sometimes we can think it is easier to give up than to continue.

The Spider and the Cave

Once upon a time there was a spider who lived in a cave in the highlands of Scotland. The spider loved her cave. It kept her warm and dry when it rained but it kept her cool in the summer sun. One day the spider began to make herself a web. She was only a small spider and it took her a while to climb to the top of the entrance of the cave. Before she could fix her silk thread to the rock, she lost her footing and fell to the floor. She felt sad but dusted off her 8 legs anyway and started again. For a second time she climbed to the

top of the cave and began to spin her web. But oh no! She fell again, back to the bottom of the cave. She sat there for a minute feeling frustrated before setting off on the long walk to the top of the cave's entrance. Would she be able to do it a third time? No, she didn't even make it to the top before falling back down. Determined, the little spider wasn't going to be beaten. So, for the fourth time she climbed the wall of the cave. This time she was able to fix her silk to the rock and began to weave her web. The spider loved weaving her web and it wasn't long before she was resting in the middle of her beautiful creation near the entrance to her cave. She was very, very happy with herself.

Robert the first, also known as Robert the Bruce was the King of Scotland a long time ago. At that time the Kings of England also ruled Scotland. Robert believed Scotland should be a separate country. His army would fight battles against the English. Robert lost one of these battles and went into hiding. He returned nine years later and started to fight the English again. Eventually he won and began to rule Scotland as its King. After one of his defeats, sitting in a cave, it is said that he saw a spider trying to make a web at the entrance of his hiding place. Time and again the spider would fall to the floor of the cave, start climbing back up and try again. Legend has it that Robert was so impressed by the little spider's 'resilience' that he was inspired to continue to fight for Scotland's independence.

Mastering the art of reading or learning to add numbers together may not seem like you are freeing a nation, but they do require resilience. There are lots of things that can stop us from being resilient. We can often be scared of what might happen if we try something new. Things may seem too difficult. We may not like getting things wrong. We might even compare ourselves to others. I, personally, will never be as good as… (choose a teacher that is very good at maths) at maths. Because I'm not very good when I compare myself to him/her, I don't think I'm going to do a maths problem ever again. I'm joking of course. Resilience is the ability to carry on but the ability to carry on and to try again does take time and effort but as we have learned from babies and a spider, if at first you don't succeed (and you probably won't) try and try again.

Reflection

We are thankful for the examples of resilience, and we know that we are all born with the ability to be resilient. We know that sometimes it is easier to give up than carry on, but may we understand that determination and resilience lead to a better future for all of us.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Happy



Subsidiary Focus – Resilience

Optional resources to support this week's theme:

- Printed **Variations of Happy – Big and Small** or **Variations of Happy***
- **I Feel Descriptions***
- Small bottle of fizzy drink, a bowl and paper towels
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

19.1 I See, I Hear

- Whilst presenting the assembly 'If at First You Don't Succeed' or the story 'The Spider and the Cave' emphasise the feelings happy, sad and anger (frustrated). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

19.2a I See, I Hear

- Recount the story of the Spider and the Cave.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness **(see 'Variations of Happy – Big and Small')**.
- Children copy you acting happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile.
- How big was the happiness that the spider felt when she had completed her web?
- Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out happy growing and shrinking with or to a partner.

19.2b I See, I Hear

- Recount the story of the Spider and the Cave.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness **(see 'Variations of Happy')**.
- Children copy you acting happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile.
- Practise the different ways happiness could be shown on our faces. **Variations of Happy** include pictures for happy, content, delight, joyful, excited and ecstatic.
- Ask the children to discuss if some types of happy are happier than others?
- Ask the children to discuss ordering the **'Variations of Happy'** small happy to big happy.
- How happy do you think the spider in our story felt?
- Children act out happy growing and shrinking with or to a partner.

19.3a I Feel

- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Use the following to describe how we might feel the different types of happiness **(also see 'I Feel Descriptions' and 'Variations of Happy – Big and Small')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more excited it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
  - Act out the following with a calm but happy voice. Small happy might feel warm, relaxed, calm, where everything just feels safe and normal. My heart just plods along.
  - Act out the following with an excited voice. Big happy might feel bubbly, like I have lots of energy inside that wants to come out and I want to run around waving my arms in the air. My heart beats fast. Everything feels amazing.
- Which one do you think is most like the spider?

19.3b I Feel

- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Use the following to describe how we might feel the different types of happiness **(also see 'I Feel Descriptions' and 'Variations of Happy')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more excited it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
  - Act out the following with a calm but happy voice. Small happy might feel warm, relaxed, calm, where everything just feels safe and normal. My heart just plods along.
  - Act out the following with an excited voice. Big happy might feel bubbly, like I have lots of energy inside that wants to come out and I want to run around waving my arms in the air. My heart beats fast. Everything feels amazing.
- Discuss how the 6 variations may feel inside **(see 'Variations of Happy')**.

19.4a I Understand

- Recount the story of the Spider and the Cave.
- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Different things can make different people happy. Ask the children to think about something they like e.g. chocolate, sweets, an apple, etc… Imagine how happy you would feel if you were given one chocolate bar, sweet, apple etc... Act out small happy. Imagine how happy you would feel if you were given 10 chocolate bars, sweets, apples etc.... Act out big happy (excited).

19.4b I Understand

- Recount the story of the Spider and the Cave.
- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Different things can make different people happy. Ask the children to think about something they like e.g. chocolate, sweets, an apple, etc… Imagine how happy you would feel if they were given one chocolate bar, sweet, apple etc... Act out small happy. Imagine how happy you would feel if you were given 10 chocolate bars, sweets, apples etc.... Act out big happy (excited).
- Can the children think of times that they have felt happy, content, delight, joyful, excited and ecstatic **(see 'Variations of Happy')**.
- Imagine if the spider had completed the web on her first try. How happy do you think she would have felt? In our story she had to try and try again. Do you think that made her happier in the end?



19.5 I Can

- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Use a puppet to explain that when they have a big feeling like being overexcited it stops them being able to focus on what their mum, dad, friends or teachers have asked them to do, they might not be able to get to sleep. What advice can the children give the puppet to help them shrink when they get over excited.
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are excited.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Take your self away from the things that are making you excited.
  - Imagine a bottle of fizzy drink that's been shaken up and about to pop. Imagine the bottle being placed on a table and being left to calm down. Imagine you being overexcited shrinking as the fizz in the bottle stops becoming so bubbly.
- Include other calming or distraction techniques that you or the children already know.



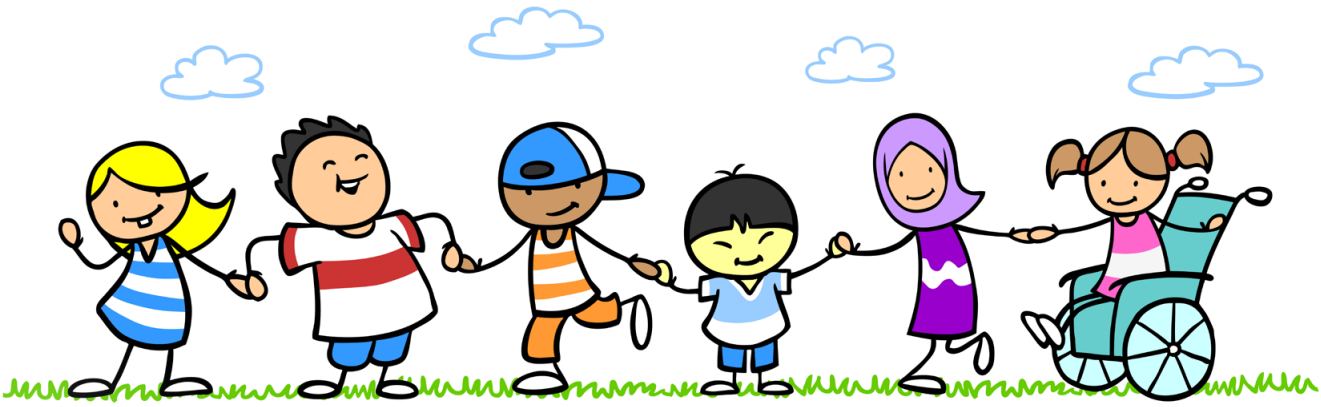
20. Unique You – Janie, Jack and the Runaway Train

This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

With an ever increasingly multicultural society, it is important that pupils learn to understand and live with difference. We should celebrate that which is common to us all: equality, love, respect and tolerance. But change and difference are inevitable, we prepare our pupils to 'manage' change, but do we prepare them to understand and live with difference? (It is one aim of Religious Education, but can also be delivered through assembly programmes and PSHE/PSE.) The purpose of this assembly is to focus on the many differences we have in a relatively small (school) community. Photograph and have ready to show displays around the school that highlight the different clubs and activities that different pupils with different skills and interests are involved in.

Have you ever stopped to think about the many things you have in common with the other children in your class? Has your class ever been grouped according to height, eye colour, or hair colour? Can anyone tell me what things are common to everybody in your class? ***Ask for two volunteers, one boy and one girl that are a similar age.*** What are the things that my two volunteers have in common? They are both human (I think), they are around the same age, and they both live in or around the village/ town/city/ county of XXX. They both have two eyes, two ears, a mouth, a nose, arms, legs. Even if one of them was born with only one ear, they would still have lots of things that they have in common. Can anyone point out some of the differences between them? XXX is a boy and XXX is a girl? Do they have the same colour hair or eyes? What questions could we ask them to find out if there are any other differences? Where were you born? Where do you like to go on holiday? How many brothers and sisters do you have? What if we were to ask them about their beliefs, their likes and dislikes or their hopes and dreams for the future? *Ask the two pupils what their favourite food is. Ask them what they want to be when they grow up.*

We have explored the similarities and differences between two pupils in our school. There are many things they have in



common, but there are also many things that are different. If we had 5 of you up here and asked you questions about your beliefs, likes, dislikes or your hopes and dreams for the future, I think we would find even more differences. If I were to sit down where you are, and all of you were to stand up here and tell us about your beliefs, likes, dislikes or your hopes and dreams for the future, I doubt that we would find two of you that would give the same answer to those questions. You are unique! Unique means that there is no one else quite like you. I am unique, which means that there is no one else in the world quite like me. Your friends are unique. At school, we live and accept all of our differences because it helps to make our school community unique.

Janie, Jack and the Runaway Train

Ever since she had been born, Janie had not been able to move her legs. She moved around in a wheelchair. Most of the time Janie's mum, sister, brothers or friends at school would push her round. Every week, Janie would meet other children that needed wheelchairs. Some wheelchairs had a stick that would move the wheelchair around. Janie's wheelchair was one of those ones with big wheels and she loved wheeling herself around. At school, Janie was the only one that used a wheelchair. Her wheelchair made her fast, she could win any race. Occasionally she would play football at play time. Sometimes she would feel a bit sad that she couldn't kick the ball with her feet, but most of the time she was happy to get involved with what everybody else was doing.

One day, Janie was playing outside. Jack, one of the boys in her class, was playing with a toy train. Jack would wind the train up, let it go and then chase it. Jack wound the train up and set it off, but this time the train was too fast for Jack. The train headed for the fence. It would easily fit under the fence and on the other side was the pavement and then the road! Oh no! shouted Jack, scared that a car would run over the train. Janie had already seen what was going on. She raced in her wheelchair, caught up with the train and stopped it just in time. Phew! Shouted Jack. Janie gave the train back to Jack. Relieved and a little bit shaken Jack said to Janie, "Thank you, I don't think anyone else could have stopped my train in time."

At school, we all work towards the same aim (*school motto*) but we also encourage you to make the most of some of our differences. We have a range of clubs and opportunities that enable different skills to be practised and enjoyed. Even though we have our goals in school, we all enjoy different activities including sport, art, music, reading, maths, trips and visits. When you have a chance, see if you can find these different aspects in the displays around the school. Our differences help to make our school a great place to be and those differences are celebrated in the opportunities we have. We all live with difference. No matter where you are in the world and no matter which community you live in, there are differences. In our families and at school we learn to live with and celebrate these differences.

Reflection

We know that we have many things in common, and we are also aware and thankful for differences. We know it is an important part of our families, our schools, our communities and ultimately our world. Let us, this week, think about, understand and learn to live with our differences in a respectful and tolerant way.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Sad



Subsidiary Focus – Unique You

Optional resources to support this week's theme:

- Printed **Variations of Sad – Big and Small** or **Variations of Sad***
- **I Feel Descriptions***
- Balloon
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

20.1 I See, I Hear

- Whilst presenting the assembly 'Unique You' or the story 'Janie, Jack and the Runaway Train' emphasise the feelings happy (relief), sad and fear. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

20.2a I See, I Hear

- Recount the story Janie, Jack and the Runaway Train.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness **(see 'Variations of Sad – Big and Small')**.
- Children copy you acting sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out sad and happy growing and shrinking with or to a partner.

20.2b I See, I Hear

- Recount the story Janie, Jack and the Runaway Train.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness **(see 'Variations of Sad')**.
- Children copy you acting sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Practise the different ways sadness could be shown on our faces. **Variations of Sad** include pictures for unhappy, upset, glum, distressed, miserable and gloomy.
- Ask the children to discuss if some types of sad are sadder than others?
- Ask the children to discuss ordering the **'Variations of Sad'** small sad to big sad.
- Children act out sad and happy growing and shrinking with or to a partner.

20.3a I Feel

- Act out sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Use the following to describe how we might feel the different types of sadness **(also see 'I Feel Descriptions' and 'Variations of Sad' – Big and Small')**. *(Blow up a balloon a little whilst describing what small sad feels like then blow it up a lot when describing what big sad feels like.)*
  - Act out the following with a sad unhappy voice. Small sad might feel like your body is a bit heavy, it feels empty and your mouth doesn't want to smile. You don't want to do anything.
  - Act out the following with a distressed voice. Big sad might feel you are losing control of your body, you feel like crying, you might feel like you don't know what to do. All you can think about is being distressed. It's hard to think about anything else.
- Children act out sad and happy growing and shrinking with or to a partner.

20.3b I Feel

- Act out sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Use the following to describe how we might feel the different types of sadness **(also see 'I Feel Descriptions' and 'Variations of Sad')**. *(Blow up a balloon a little whilst describing what small sad feels like then blow it up a lot when describing what big sad feels like.)*
  - Act out the following with a sad unhappy voice. Small sad might feel like your body is a bit heavy, it feels empty and your mouth doesn't want to smile. You don't want to do anything.
  - Act out the following with a distressed voice. Big sad might feel you are losing control of your body, you feel like crying, you might feel like you don't know what to do. All you can think about is being distressed. It's hard to think about anything else.
- Discuss how the 6 variations may feel inside **(see 'Variations of Sad')**.
- Children act out sad and happy growing and shrinking with or to a partner.

20.4a I Understand

- Recount the story Janie, Jack and the Runaway Train.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Ask the children to think about something they like, a teddy, a game etc… Imagine if you lost it in your house, you know you'll find it but you've lost it for now. How sad might that make you feel? Imagine if you lost it when you were on holiday and you get back home and you realise you'll never get it back. You might be distraught. Imagine just how happy and surprised you'd be if a stranger found it and you were able to get it back.
- Why was Janie sad?
- Children act out sad and happy growing and shrinking with or to a partner.

20.4b I Understand

- Recount the story Janie, Jack and the Runaway Train.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Ask the children to think about something they like, a teddy, a game etc… Imagine if you lost it in your house, you know you'll find it but you've lost it for now. How sad might that make you feel? Imagine if you lost it when you were on holiday and you get back home and you realise you'll never get it back. You might be distraught. Imagine just how happy and surprised you'd be if a stranger found it and you were able to get it back.
- Why was Janie sad?
- Can the children think of times that they have felt unhappy, upset, glum, distressed, miserable and gloomy **(see 'Variations of Sad')**.
- Children act out sad and happy growing and shrinking with or to a partner.



20.5 I Can

- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Use a puppet to explain that when they have a big feeling like being distressed it stops them being able to do anything, they can't hear what people are saying to them and they just think the worst about everything. What advice can the children give the puppet to help them shrink when they get distressed.
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are distressed.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Take your self away from the things that are making you distressed.
  - Imagine a balloon big and round, imagine someone letting out some of the air, like the balloon imagine your distress getting smaller and smaller.
- Include other calming or distraction techniques that you or the children already know.



21. Lucas' Valentine's Day



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Does anyone know what is special about the 14th February? When I say the word saint, what does it make you think of? You may hear the phrase, 'you're a little saint', if you have been especially good. The term 'saint' is often used for a person who is recognised by the Christian church as being important because of the good life he or she lived. Can you guess the name of the saint that the February 14th is named after?

We know that St. Valentine was from a place called Rome and that he lived a very long time ago (in the third century, about 1800 years ago). There are many stories and traditions that are linked to St. Valentine, but we don't know if they are true or not. We are going to hear about these stories that explain some of the Valentine's Day traditions that are celebrated today.

St. Valentine is officially known as Saint Valentine of Rome. He was a leader in the Christian church called a Bishop. He lived in Italy, teaching and sharing the Christian message of love and forgiveness. The leader of the Roman Empire at that time, Emperor Claudius (known as Claudius the cruel), wanted a really big army. He banned anyone from getting married. Claudius thought that married men wouldn't want to join his army. Valentine, who felt very strongly that couples should marry if they wanted to, would perform marriage ceremonies in secret.

In one account, whilst under arrest for his Christian beliefs, St. Valentine healed the blind daughter of the local jailer. Julia, the jailer's daughter and St Valentine prayed together, and her sight returned. The jailer freed St. Valentine, but later St. Valentine was arrested again for continuing to marry couples in secret, he was also told to stop sharing the Christian message of love and forgiveness. When St. Valentine refused to give up his Christian beliefs, Emperor Claudius commanded that he was to be punished. Tradition has it that on the day of St. Valentine's punishment, 14th February 269AD/CE, he left a note to the jailer's daughter signing it 'Your Valentine'.

Whilst today's celebration of Valentine's Day focuses on love, the word love can be used to describe different feelings. The word love can describe how I feel about a boyfriend, girlfriend, husband or wife. The word love can also be used to describe how we feel about our families like our mums or dads, grandparents, brothers or sisters. We use the word love to describe how we feel about our pets. We even use the word love to describe how we feel about objects or places. Where do you love

to go? The word love can mean different things depending on what we use the word love for. How would you show love to someone from your family? How would you show love to a boyfriend or girlfriend? What do I mean when I say I love my bed?

Lucas's Valentine's Day

Lucas' grandad was waiting for him at the school gates. Lucas loved it when his grandad picked him up. Lucas loved going back to his grandad's house. He loved eating the dinners his grandad made. He loved the stories that grandad would tell him about his grandma and his mum. After dinner they often went to the park. Lucas loved being pushed on the swings. Grandad would make him go really high. He loved going back and watching something on the telly snuggled up with his grandad.

That evening whilst they were watching telly, Lucas told his grandad what he had learned about St Valentine at school. He'd learned that St Valentine had lived a long time ago. St Valentine loved people and wanted to help everyone, even though it got him in trouble. He learned about the different things people used to do on Valentine's Day in the past. He learned that some people used to leave gifts on the doorstep of the person they love. He really liked learning about people putting a leaf on their pillow before going to bed in the hope that they would dream about the one they loved.

Lucas had decided to make a Valentine's Day card in the craft area. He had thought for a long time about what he wanted on the front of the card. Lucas had put lots of effort to make the card look just as he wanted it too. He had carefully put it into an envelope and put it in his bag. "I made something for you," Lucas said to his grandad as they were watching telly. He ran to his bag and carefully took out the card. He handed it to his grandad. Grandad opened the envelope and took out the card smiling. "Happy Valentine's Day grandad," said Lucas, "I had to decorate it with something I love. It's a picture of you!"

St Valentine's Day is a time when we can think about the people we love. How can we show them that we love them today? How can we show them that we love them every day? As we think about St Valentine, what can we do to show our care and love to the communities that we live in?

Reflection

We are thankful for stories, traditions and customs that help us to reflect on positive and important human qualities. At this time of year when we think about love, let us show our love, care and concern for our friends, families and communities. How can we show love to the ones we care about today?



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Love



Subsidiary Focus – Valentines Day

Optional resources to support this week's theme:

- Printed **Variations of Love – Big and Small** or **Variations of Love***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

21.1 I See, I Hear

- Whilst presenting the assembly or story 'Lucas's Valentine's Day' emphasise the feelings happy and love. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

21.2a I See, I Hear

- Recount the story of Lucas' Valentine's Day.
- There are lots of words that we can use to describe love. Explain that there are different ways people show love **(see 'Variations of Happy – Big and Small')**.
- Children copy you acting love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Children act out love, sad and happy growing and shrinking with or to a partner.

21.2b I See, I Hear

- Recount the story of Lucas' Valentine's Day.
- There are lots of words that we can use to describe love. Explain that there are different ways people show love **(see 'Variations of Love')**.
- Children copy you acting love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Practise the different ways love could be shown on our faces. **Variations of Love** include pictures for appreciate (thankful), like, loyal, friendly, enjoy and care.
- Ask the children to discuss if some types of love are more loving than others?
- Ask the children to discuss ordering the **'Variations of Love'** small love to big love.
- Children act out love, sad and happy growing and shrinking with or to a partner.

21.3a I Feel

- Act out love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Use the following to describe how we might feel the different types of love **(also see 'I Feel Descriptions' and 'Variations of Love – Big and Small')**.
    - Act out the following with a calm but happy voice. Small love might feel warm, relaxed, calm, where everything just feels safe and normal. My heart just plods along. It's nice to think about the person or thing that you love.
    - Act out the following with a big soppy voice with lots of sighing. Big love might feel like you've melted and can't move with your heart slowing down or even that you are really excited and want to run around telling everyone with your heart racing. You can't help thinking and talking about what you love.
- Children act out love, sad and happy growing and shrinking with or to a partner.

21.3b I Feel

- Act out love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Use the following to describe how we might feel the different types of happiness **(also see 'I Feel Descriptions' and 'Variations of Love')**.
    - Act out the following with a calm but happy voice. Small love might feel warm, relaxed, calm, where everything just feels safe and normal. My heart just plods along. It's nice to think about the person or thing that you love.
    - Act out the following with a big soppy voice with lots of sighing. Big love might feel like you've melted and can't move with your heart slowing down or even that you are really excited and want to run around telling everyone with your heart racing. You can't help thinking and talking about what you love. Discuss how the 6 variations may feel inside **(see 'Variations of Love')**.
- Children act out love, sad and happy growing and shrinking with or to a partner.

21.4a I Understand

- Recount the story.
- Act out love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Different things can make different people feel love and people love different things. Ask the children to think about something they love e.g. When growing love from small to big love, small love could be the feeling you have when you are with a really good friend. A person might feel big love when they see a cute kitten or puppy.
- Lucas loved his grandad. Lucas felt love because he was excited to see his grandad at the end of school. Lucas enjoyed listening to his grandad tell stories about his mum and grandma. Lucas was thankful and liked eating the dinners his grandad made. Lucas loved spending time with his grandad.
- Children act out love, sad and happy growing and shrinking with or to a partner.

21.4b I Understand

- Recount the story.
- Act out love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Different things can make different people feel love and people love different things. Ask the children to think about something they love e.g. When growing love from small to big love, small love could be the feeling you have when you are with a really good friend. A person might feel big love when they see a cute kitten or puppy.
- Lucas loved his grandad. Lucas felt love because he was excited to see his grandad at the end of school. Lucas enjoyed listening to his grandad tell stories about his mum and grandma. Lucas was thankful and liked eating the dinners his grandad made. Lucas loved spending time with his grandad.
- Can the children think of times that they have felt love, appreciation (thankful), like, loyalty, friendly, enjoyment and care **(see 'Variations of Love')**.
- Children act out love, sad and happy growing and shrinking with or to a partner.

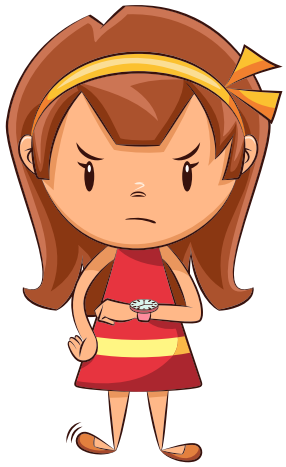


21.5 I Can

- Act out love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Use a puppet to explain that s/he loves feeling loved and s/he loves the feeling when s/he loves someone or something. Advise the puppet on how they can show love towards a friend:
    - Spend time with them. *
    - Say thank you and use kind words. *
    - Play games they want to play.
    - Listen to them.
    - Buy them a gift. *
    - Do something nice for them. *
    - Advise the puppet on how they can show love towards a family member or carer:
    - Same as above.
    - Give them a hug. *
- Use a puppet to explain that when they have a big love feeling, it can stop them from being able to focus on what their mum, dad, friends or teachers have asked them to do, they might not be able to get to sleep. What advice can the children give the puppet to help them shrink if they think about something they love too much.
- Some calming (distracting) strategies:
    - Count to 10.
    - Tell somebody why you are excited.
    - Think about something calm.
    - Try and listen to your heart beating; if you stay still can you make it go slower?
    - Listen, what can you hear around you? Birds, cars, people talking outside.
    - Take your self away from the things that are making you excited.
    - Imagine a bottle of fizzy drink that's been shaken up and about to pop. Imagine the bottle being placed on a table and being left to calm down. Imagine you being overexcited shrinking as the fizz in the bottle stops becoming so bubbly.
- Include other calming or distraction techniques that you or the children already know.

*(*one of the 5 love languages of children see the work of Gary Chapman and Ross Campbell)*

22. The Skill of Waiting: Lent – Ramesh Waits for the Dentist



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Ramesh Waits for the Dentist

Ramesh had never liked waiting. He didn't like waiting in a queue when shopping with his mum. He didn't like waiting for his dinner when he was hungry. He didn't like the long car journeys waiting to get his grandparents and he didn't like waiting for Abheek, his brother, when they had to leave for school in the morning. Abheek, seemed to get over excited when he was waiting. On the night before his birthday, Abheek would stay awake talking. Abheek would get excited and talk non-stop on the long car journeys to their grandparents. Abheek would even start jumping up and down excited about getting a magazine whilst waiting in the shopping queue with his mum.

One day after school, Ramesh and Abheek's mum was looking through their bags and found a letter. It said that a dentist was going to come into school to look at the children's teeth. Abheek, didn't know what a dentist was, so mum explained that a dentist was someone you went to to check your teeth and help keep them healthy, a bit like a doctor, but for teeth. Ramesh didn't like the idea of someone looking around his mouth. It made him feel nervous. Just the thought of it made his tummy feel funny. The evening before the dentist's visit soon came around. Mum told them both to clean their teeth and they both went to bed. Abheek was asleep in no time, but Ramesh couldn't stop thinking about the dentist. The funny feeling in his tummy wouldn't go away. After several trips into his mum and dad's room Ramesh finally fell asleep.

Ramesh woke early and the funny feeling in his tummy was still there. The morning seemed to go very slowly.

"You know I don't like waiting," Ramesh said to his mum. Abheek and Ramesh cleaned their teeth before leaving for school. The journey to school seemed longer than normal. The funny feeling in his tummy seemed to get worse the closer Ramesh got to school. It seemed like ages before his class had to go the hall. Ramesh was near the end of the queue of children waiting to see the dentist and he was more nervous than he'd been all morning. Eventually it was his turn. The dentist called him over.

"You're Ramesh aren't you?" she said with a smiley voice. He nodded. "This

won't take long." She checked his teeth using a special little mirror and gave him a little bag with some toothpaste and a toothbrush. "All done!" she said. Ramesh was surprised, he wondered why he'd worried so much about it. Later in the playground, Abheek ran up to Ramesh. "I can't wait till we see the dentist again," he said.

Ramesh smiled. "I don't know why I worried so much, but I'm happy to wait."

Did you know that waiting is a skill. It's something that we all must do, and I'm sure that some of us are better at it than others. Like lots of other skills, we get better at them the more we do them. Can anyone give me an example of something you have had to wait for? We can feel all sorts of different emotions and feelings when we are waiting. Ramesh didn't like waiting, he felt scared waiting for the dentist to check his teeth. Abheek often felt excited when he was waiting. Can anyone tell me what you might get excited waiting for? (Christmas, Eid or birthdays). When might waiting make you nervous? (Waiting for the dentist or a test).

For many people in the UK, this time of year is a time to give up something that is important to them. During lent many people, Christian and non-religious people, fast. Fasting means to go without something that you think is important. Some people may stop eating chocolate and others may stop watching TV during Lent. For many people Lent is a time to delay eating chocolate until Easter. Why do people fast and what do they gain from fasting?

The tradition of fasting during Lent comes from an event that is described in the Bible that happened before Jesus started making sick people better and before he started using stories to teach people. The Bible describes Jesus being baptised and then going into the 'wilderness' for forty days. The Bible explains that Jesus went without food for all that time and in one of the gospels it tells us that at the end of the forty days, Jesus was hungry! I bet! The Bible doesn't say why Jesus went into the wilderness, and it doesn't explain why he went without food for forty days. Many Christians think that Jesus was getting himself ready to teach and make people better. I wonder whether he would have been excited or scared about what he was about to do? I wonder if he thought, I've done twenty days, that'll be enough I'll pop back to town and buy a sandwich? Jesus obviously thought that fasting and waiting were important.

Have you ever got so excited about an event, that the thought of waiting seemed painful? Or have you ever been so excited about your birthday that you couldn't sleep the night before, even though you knew that sleeping would make your birthday come quicker?

When I was younger (30 years ago) if you wanted to play a computer game at home you had to wait for five to ten minutes for the game to load, if you decided to play another game, then you'd have to start the loading process all over again. If you wanted to research something that happened in history, you would need to wait until you could go to the library and find a book on the subject. Even then the library might make you wait longer because it had to order the book from another library. Without mobile phones you couldn't instantly google a question or instantly contact someone you know. We no longer need to wait for some things that people used to wait for.

As we mentioned earlier waiting is a skill and there are benefits to waiting. Imagine

that you spot something in the toy shop for £15. You receive £2 pocket money each week, just enough for some football cards and a pack of sweets. If you go without the cards, wait and save up over a few weeks, then you'll be able to afford the toy. Waiting and not eating between meals will help you to manage your weight and stay healthier. Getting better at waiting can stop us from getting into debt later in life. Lent reminds us of the benefits of stopping, going without, and of course, waiting.

Reflection

We know that we all have times in our lives when we have to wait. We also know that we feel a range of emotions in that waiting. May we take control of our feelings as we understand that waiting is an important part of life. May we understand the benefits of waiting as we all practise and develop the skill in our own lives.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Fear



Subsidiary Focus – Lent and Waiting

Optional resources to support this week's theme:

- Printed **Variations of Fear – Big and Small** or **Variations of Fear***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

22.1 I See, I Hear

- Whilst presenting the assembly 'The Skill of Waiting: Lent' or the story 'Ramesh Waits for the Dentist' emphasise the feelings happy (excited), fear (nervous and worry) and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

22.2a I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe fear or being scared. Explain that there are different ways people show they are scared **(see 'Variations of Fear – Big and Small')**.
- Children copy you acting fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out fear, love, sad and happy growing and shrinking with or to a partner.
- How scared was Ramesh? (Big or Small)

22.2b I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe fear or being scared. Explain that there are different ways people show they are scared **(see 'Variations of Fear')**.
- Children copy you acting fear growing from a small doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- Practise the different ways fear could be shown on our faces. **Variations of Fear** include pictures for concern, doubt, worry, frightened, anxiety and terror.
- Ask the children to discuss if some types of fear are more fearful than others?
- Ask the pupils to discuss ordering the **'Variations of Fear'** small fear to big fear. How scared was Ramesh?
- Children act out fear, love, sad and happy growing and shrinking with or to a partner.

22.3a I Feel

- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- Use the following to describe how we might feel the different types of fear **(also see 'I Feel Descriptions' and 'Variations of Fear' – Big and Small')**. *Imagine getting colder and colder and as you get colder you start to freeze and you stop moving and become a statue.*
  - Act out the following with a concerned voice. Small fear might feel like your body is getting heavier. Your tummy feels funny and you start to feel sick. You want to make everything okay.
  - Act out the following with a terrified voice. Big fear might feel like your body has frozen to the spot. Your hands are sweaty. Your heart beats very fast and you can hear it beating. You don't know whether to stay or run away. You feel very scared.
- How do you think Ramesh felt? (Big or Small)
- Children act out fear, love, sad and happy growing and shrinking with or to a partner.

22.3b I Feel

- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- Use the following to describe how we might feel the different types of fear **(also see 'I Feel Descriptions' and 'Variations of Fear')**. *Imagine getting colder and colder and as you get colder you start to freeze and you stop moving and become a statue.*
  - Act out the following with a concerned voice. Small fear might feel like your body is getting heavier. Your tummy feels funny and you start to feel sick. You want to make everything okay.
  - Act out the following with a terrified voice. Big fear might feel like your body has frozen to the spot. Your hands are sweaty. Your heart beats very fast and you can hear it beating. You don't know whether to stay or run away. You feel very scared.
- Discuss how the 6 variations may feel inside **(see 'Variations of Fear')**.
- How do you think Ramesh felt?
- Children act out fear, love, sad and happy growing and shrinking with or to a partner.

22.4a I Understand

- Recount the story.
- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- People are scared of differing things. Very often we can be scared of things that we don't need to be sacred of. Can you find someone in the class who isn't scared of spiders? Can you find someone in the class who is terrified of spiders? Can you find people who are in the middle.
- Children act out fear, love, sad and happy growing and shrinking with or to a partner.

22.4b I Understand

- Recount the story.
- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- People are scared of differing things. Very often we can be scared of things that we don't need to be sacred of. Can you find someone in the class who isn't scared of spiders? Can you find someone in the class who is terrified of spiders? Can you find people who are in the middle.
- Can the children think of times that they have felt concern, doubt, worry, frightened, anxiety and terror **(see 'Variations of Fear')**.
- Children act out fear, love, sad and happy growing and shrinking with or to a partner.

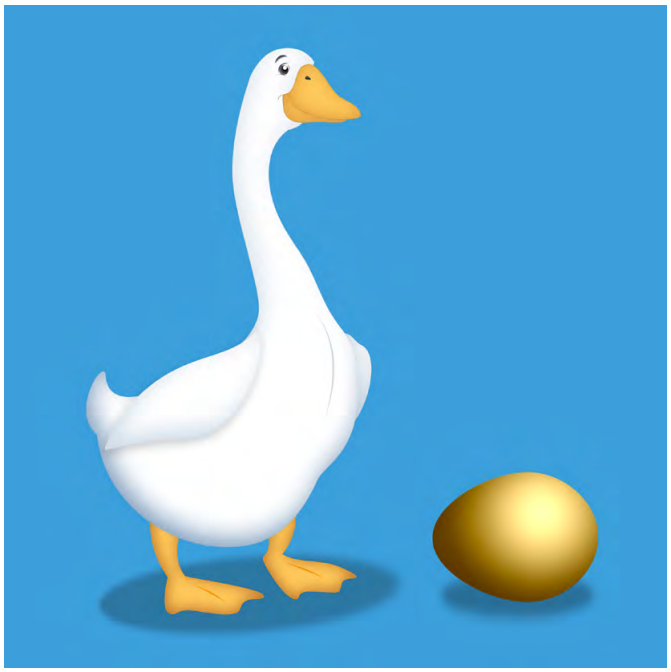


22.5 I Can

- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- Use a puppet to explain that when they have a big feeling like being terrified they can't think about anything else. Fear is a natural feeling and may help them to run away from something dangerous, other times it might be over something that we don't need to be scared of, like a spider. What advice can the children give the puppet to help them shrink when they get terrified.
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are scared. After you have been scared and you feel calm again, it is good to tell someone why you felt scared in the first place.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Take your self away from the things that are making you outraged.
  - Imagine being frozen like a statue and warming up so that you have control over your body again.
- Include other calming or distraction techniques that you or the children already know.



23. The Rich Fool – The Golden Goose



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Bookmark Luke 12 or download the video 'The parable of the Rich Fool' (3 minutes 7s). http://www.max7.org/en/resource/richfool These videos can be downloaded onto a USB as a permanent resource within school courtesy of www.Max7.org

The Golden Goose

Once upon a time, there was a goose that laid golden eggs. Each morning the goose would lay just one egg and each morning the owners of the goose, an old man and woman, eagerly collected and sold the egg. Over time the old man and woman became very rich but no matter how much money the old man and woman had, they couldn't wait for the next morning and the next golden egg. They were never satisfied, and they were tired of only getting one egg each day. They encouraged the goose to lay more than one egg a day. They talked to it, they fed it, they made it comfortable, but the goose continued to produce one daily egg. Angry and frustrated, they thought that if they cut open the goose, they would get all the eggs in one go. They killed and cut open the goose to find out that she was just like any other goose. They ended up with nothing.

Well, this is a sad, sad story, one in which the greed of the old man and woman meant the goose lost its life and the pair lost their income. Being greedy has obviously been around a long time. This story is very, very old (at least 2500 years old) and it has been passed on from one family to another to teach their children about the dangers of wanting far more than we need. The moral and meaning of this story is reflected in an ancient Buddhist story about a father of a poor family who dies and is reborn as a swan. The swan had golden feathers and allowed the family to occasionally pick some of the feathers to sell. The family's needs were met, and they didn't go hungry. One day the greedy mother captured the swan and plucked out all his feathers, but from that day on the swan began to grow only normal feathers.

Jesus told a parable about a greedy rich man. Either read Luke 12:16-21 or show the video clip.

Luke 12:16-21 - (NCV)

Then Jesus told this story: "There was a rich man who had some land, which grew a good crop. He thought to himself, 'What will I do? I have no place to keep all my crops.' Then he said, 'This is what I will do: I will tear down my barns and build bigger ones, and there I will store all my grain and other goods. Then I can say to myself, "I have enough good things stored to last for many years. Rest, eat, drink, and enjoy life!"'

"But God said to him, 'Foolish man! Tonight your life will be taken from you. So who will get those things you have prepared for yourself?'

"This is how it will be for those who store up things for themselves and are not rich toward God."

Who'd have known that three very old stories from three very different cultures all focus on the same issue? All three stories contain a very important message and one that is as important today as when they were originally told. We often talk about our actions leading to consequences. It's clear in this story that greed had some very bad consequences, the goose lost his life, the swan lost the ability to grow golden feathers, and the rich farmer wasn't able to enjoy all his hard work. The parable Jesus told is often called the parable of the rich fool. But why is he called a fool? Surely he'd worked hard and he deserved to take it easy. The parable makes it quite clear that he was only thinking about himself, he put in all that effort without concern for God or anybody else. Jesus said that this is the same for anyone who stores things for himself but is not rich towards God. The man in the parable didn't show much concern for those around him. If you could give some advice to any of the characters in these stories what would it be? Would you advise the old couple that they have enough to live on so don't worry about getting more? Would you advise the mother to be happy and content with what she had, knowing the swan would look after them when they needed it? Would you advise the rich farmer to stop and enjoy life before it's too late? Whatever the advice it's clear that greed eventually robbed the happiness of those who only acted greedily to improve that happiness.

Reflection

We are aware of the difference between our needs and our wants. Let us be grateful and content with what we have. We ask for support for those that don't have all their needs met, as we reflect on what we can do to help others.

Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Anger



Subsidiary Focus – Greed, Needs and Wants

Optional resources to support this week's theme:

- Printed **Variations of Anger – Big and Small** or **Variations of Anger***
- **I Feel Descriptions***
- Small bottle of fizzy drink
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

23.1 I See, I Hear

- Whilst presenting the assembly 'The Rich Fool' or the story 'The Golden Goose' emphasise the feelings anger (frustration) and sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

23.2a I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe being angry. Explain that there are different ways people show anger **(see 'Variations of Anger – Big and Small')**.
- Children copy you acting anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out anger, fear, love, sad and happy growing and shrinking with or to a partner.

23.2b I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe being angry. Explain that there are different ways people show anger **(see 'Variations of Anger')**.
- Children copy you acting anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Practise the different ways anger could be shown on our faces. **Variations of Anger** include pictures for annoyed, grumpy, bad-tempered, cross, frustrated and furious.
- Ask the children to discuss if some types of anger are angrier than others?
- Ask the children to discuss ordering the **'Variations of Anger'** small anger to big anger.
- Children act out anger, fear, love, sad and happy growing and shrinking with or to a partner.

23.3a I Feel

- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Use the following to describe how we might feel the different types of anger **(also see 'I Feel Descriptions' and 'Variations of Anger – Big and Small')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more angry it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
  - Act out the following with an annoyed voice. Small anger might feel like your body is getting heavier and heavier and you feel warmer than before. You might start sweating and your heart starts to beat faster. You might even begin to feel dizzy and a funny feeling grows in your tummy.
  - Act out the following with a furious voice. Big anger might feel like your body is very heavy and you are very hot. You sweat, and your heart beats very fast. Your body starts shaking, you can't think properly and start shouting.
- Children act out anger, fear, love, sad and happy growing and shrinking with or to a partner.

23.3b I Feel

- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Use the following to describe how we might feel the different types of anger **(also see 'I Feel Descriptions' and 'Variations of Anger')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more angry it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
  - Act out the following with an annoyed voice. Small anger might feel like your body is getting heavier and heavier and you feel warmer than before. You might start sweating and your heart starts to beat faster. You might even begin to feel dizzy and a funny feeling grows in your tummy.
  - Act out the following with a furious voice. Big anger might feel like your body is very heavy and you are very hot. You sweat, and your heart beats very fast. Your body starts shaking, you can't think properly and start shouting.
- Discuss how the 6 variations may feel inside **(see 'Variations of Anger')**.
- Children act out anger, fear, love, sad and happy growing and shrinking with or to a partner.

23.4a I Understand

- Recount the story.
- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Different things can make different people angry. Ask the children to think about something they like, a teddy, a game etc… Imagine someone coming and taking it off you without asking. You might become annoyed. Imagine that person breaking it on purpose right in front of you. You might become outraged.
- Children act out anger, fear, love, sad and happy growing and shrinking with or to a partner.

23.4b I Understand

- Recount the story.
- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Different things can make different people angry. Ask the children to think about something they like, a teddy, a game etc… Imagine someone coming and taking it off you without asking. You might become annoyed. Imagine that person breaking it on purpose right in front of you. You might become outraged.
- Can the children think of times that they have felt annoyed, grumpy, bad-tempered, cross, frustrated and furious **(see 'Variations of Anger')**.
- Children act out anger, fear, love, sad and happy growing and shrinking with or to a partner.



23.5 I Can

- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Use a puppet to explain that when they have a big feeling like being outraged it can make them do things that they don't want to do or say things that they don't want to say, like unkind words. What advice can the children give the puppet to help them shrink when they get outraged.
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are outraged. After you have been outraged and you feel calm again, it is good to tell someone why you felt anger in the first place.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Take your self away from the things that are making you outraged.
  - Imagine a bottle of fizzy drink that's been shaken up and about to pop. Imagine the bottle being placed on a table and being left to calm down. Imagine you being outraged shrinking as the fizz in the bottle stops becoming so angry.
- Include other calming or distraction techniques that you or the children already know.



24. Past and Present: Purim – Queen Esther



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

There are lots of YouTube and web videos that tell the story of Esther. (Pre-view any YouTube videos before showing them to pupils.) Prepare one to be shown or find the story of Esther in a children's Bible, the story can also be found online. The story is too long to be read directly out of the Bible (10 chapters – the book of Esther). A good retelling of the story can be found at… https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-purimperformance ***(2m 54s)***

Can anyone give me an example of something that has happened in the past that has had an effect on what people do now? We remember lots of events in the past with various celebrations today. I am going to describe a past event or story that is still celebrated. Can anyone tell me what festival these words relate to? 1) Baby 2) Star 3) Donkey 4) Wise men 5) Shepherds. What about the other way round, I'm going to give you five words that explain what happens today, and you will need to describe the original story. 1) Loud 2) Flames 3) Fireworks 4) Bonfire 5) Toffee-apples.

Christmas and bonfire night both remember events in the past. We remember the events by doing different things now. We often call these things 'traditions' and they often take place on particular days throughout the year. It is something that humans all over the world do. We all remember and celebrate the past. All peoples, cultures and religions have special occasions in the year. There are celebrations that nearly all humans remember and celebrate like birthdays, but there are also celebrations that are only celebrated by one or two groups of people. We are going to explore one this week that is celebrated by Jews called Purim. Purim is a story that is explained in a couple of special books called the Tanakh and the Bible. Has anyone explored Purim in your RE/RVE lessons or celebrated it at home?

Queen Esther

Many years ago, there lived a powerful king. In his vast kingdom there lived many Jews, including Esther who lived with her uncle Mordecai. One day, the king decided to choose a new queen. The king could choose from thousands and thousands of women, but no matter how many he saw none were quite right, until he saw Esther. She was beautiful and instantly he fell in love. He announced that she would be his wife and they got married. Esther became queen but she never forgot her uncle Mordecai and the Jewish friends.

The king had a special helper called Haman. Year's before, Haman had demanded that the Jews bow down and worship him as if he was a god. But Mordecai refused and Haman swore he would get his revenge. Haman hated Esther's uncle Mordecai. One day, Haman said that there were people in the kingdom who didn't obey the king's laws, Haman had lied to the king. Haman told the king to command that the Jews be put to death. Not realising that queen Esther was a Jew, the king agreed to Haman's wicked scheme. Mordecai told Esther that she must tell the king about Haman's lies. She must not feel ashamed for being Jewish, she needed to tell the king that she was a Jew. Mordecai told her that maybe the reason God had helped her to become queen was so that she could rescue the Jews.

Esther was very scared, but she found the courage to meet with the king. She explained that someone wanted to kill her. The king was furious and demanded to know who it was. It's Haman she said. I am Jewish and he wants to kill me and my people. The king was angry, his trusted adviser had betrayed him. Immediately he ordered his guards to take Haman away. Esther had saved her people. Mordecai and Esther told the Jews that they should celebrate with feasts and parties, to give gifts to their friends and gifts to the poor. The festival of Purim has been celebrated to this day.

Can anyone sum up the story of Esther in 5 words? Jews all over the world will be celebrating that story. The Tanakh and Bible explain why the festival is called Purim. Haman and those that didn't like the Jews wanted to get rid of them on a day that was decided by 'casting lots'. Casting lots is a random way of choosing a number or date by throwing a dice or picking a number out of a hat. The word Purim means 'casting lots'. The Bible also explains why around 2500 years later the event is still remembered. The Tanakh and Bible say that Mordecai, Esther's uncle, wrote a letter to all the Jews living in the area asking them to celebrate a yearly festival to remember the victory they had had over Haman. 'He told them to celebrate these days with feasting and gladness and by giving gifts of food to each other and presents to the poor.' (Esther 9:22 NLT)

Nearly all festivals and important days can be split into two parts. First is the original event or story. Events that happened years ago that are still significant today. Second, are the celebrations, rituals and practices that take place on the day that marks the original event. Christmas, bonfire night, Purim and even your birthday remembers an event that took place in the past with an event in the present, (often with presents).

As a large community, there are often different celebrations of stories and events from the past that are important to different groups of people that make up that one big community. In your family, you were probably the only person born on your birthday (unless you are a twin), but your family and friends celebrate with you. Let's consider celebrating and remembering with the friends that make up our school family and wider community.

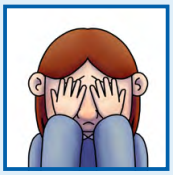
Reflection

We are thankful for stories and events from the past. We are mindful that they help us to remember the past and celebrate with our communities. Let us all be respectful as we all celebrate and remember different events, keeping in mind that 'remembering' is an important part of what it is to be human.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Shame



Subsidiary Focus – Purim and Celebrations

Optional resources to support this week's theme:

- Printed **Variations of Shame – Big and Small** or **Variations of Shame***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

24.1 I See, I Hear

- Whilst presenting the assembly 'Past and Present: Purim' or the story 'Queen Esther' emphasise the feelings anger, fear and shame. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

24.2a I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe shame. Explain that there are different ways people show their shame **(see 'Variations of Shame – Big and Small')**.
- Children copy you acting shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Ask for volunteers to act out the feeling growing and shrinking. Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

24.2b I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe shame. Explain that there are different ways people show shame **(see 'Variations of Shame')**.
- Children copy you acting shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Practise the different ways shame could be shown on our faces. **Variations of Shame** include pictures for embarrassed, humiliated, guilt, sorry, disappointment and ashamed.
- Ask the children to discuss if some types of shame are more shameful than others?
- Ask the children to discuss ordering the **'Variations of Shame'** small shame to big shame.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner. .

24.3a I Feel

- Act out shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Use the following to describe how we might feel the different types of shame **(also see 'I Feel Descriptions' and 'Variations of Shame – Big and Small')**. *Shame is something that we can feel when we have done something wrong, or when others make us feel like we have done something wrong, even if we haven't.*
    - Act out the following with a small sorry sound in your voice. Small shame might feel like you a bit hot inside, and you don't want to look someone in the eyes.
    - Act out the following with a quiet very reserved voice. Big shame might feel like your body wants to hide away, you may want to cry. You might feel like no one likes you. Big shame can make you feel really sad.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

24.3b I Feel

- Act out shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Use the following to describe how we might feel the different types of shame **(also see 'I Feel Descriptions' and 'Variations of Shame')**. *Shame is something that we can feel when we have done something wrong, or when others make us feel like we have done something wrong, even if we haven't.*
    - Act out the following with a small sorry sound in your voice. Small shame might feel like you a bit hot inside, and you don't want to look someone in the eyes.
    - Act out the following with a quiet very reserved voice. Big shame might feel like your body wants to hide away, you may want to cry. You might feel like no one likes you. Big shame can make you feel really sad.
- Discuss how the 6 variations may feel inside **(see 'Variations of Shame')**.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

24.4 I Understand

- Recount the story.
- Act out shame growing from a slightly guilty face to your whole body being embarrassed. Shrink back to a slightly frustrated face again.
- Different things can make different people ashamed.
- Sometimes we might feel guilty if we know we have done something wrong. Guilt might be a way to help us say that we are sorry and make things better.
- Sometimes we might feel ashamed because somebody says something about us that isn't true. Haman in the story tried to make Esther feel ashamed because she was Jewish.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

24.5 I Can

- Act out shame growing from a slightly guilty face to your whole body being very embarrassed. Shrink back to a slightly guilty face again.
- Use a puppet to explain that you and a friend have fallen out because you called her a name. You feel guilty and you want to make it all okay again. Ask the children to advise the puppet, what can s/he do to make it better? (Say sorry, learn from it and try not to do it again.)
- Use a puppet and pretend that you don't want to run anymore. Somebody has said something horrible about the way you run and you now feel funny inside when you run. You think that other people might laugh at you when you run. Explain you don't like feeling like this. Ask the children to advise the puppet what can s/he do to make it better? (Tell a friend how you are feeling, if you enjoy running then keep on running, think about enjoying running rather than worrying about what someone else says.)
- Include other calming or distraction techniques that you or the children already know.



25. Calm, Peaceful and Untroubled – Jesus Calms the Storm



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Download the video 'Jesus calms the storm' (2m 8s) http://www.max7.org/en/resource/jesuscalmsthestorm# These videos can be downloaded onto a school network or USB as a permanent resource for the school courtesy of www.Max7.org. The full video contains animation with the Bible passage being read, there is also a version 'visual with music and SFX' that just contains the animation to music which is also very effective. Prepare some blank placards and a black marker pen.

The title of today's assembly is 'Calm, peaceful and untroubled'. Well doesn't that sound nice! I think we would all like to live in a world that is calm, peaceful and untroubled. Today we are going to think about the difference between what goes on in the world around us and what we feel inside. What happens around us can make us feel happy or sad, angry or scared. If someone says something nice about me, it can make me feel happy. If I can't find my favourite toy it can make me sad. If I hear a loud bang it might surprise me and make me feel a bit scared. We may laugh at a friend's joke and smile when we see someone else's act of kindness. Other times we may be hurt by someone's nasty words or become angry when someone does something that we think is unfair. Feeling angry is certainly the opposite of feeling calm, peaceful and untroubled.

What words do you (and the adults in the room) think of when you hear the word 'anger'? I'll say the first one, furious. **Write down the words offered by the children or adults on the blank placards and/or write the following:** annoyed, frustrated, grumpy, temper, irritated, fury. Write down at least six. I need a volunteer to put these words in order of least angry to most angry (or order them collectively). Lets' act out anger starting with a slightly frustrated face growing to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again. Different situations may affect us in different ways. Some situations may make us angrier than others. Anger, like all our emotions are neither good or bad. Happy isn't a good emotion and anger isn't a bad emotion. Our feelings are our bodies way of telling us something important. If someone is nasty to a friend of yours, anger maybe your bodies way of telling you that this isn't right. The angry feeling maybe your bodies way of telling you to go and sort it out. The problem with anger is that it can stop us from being able to think through situations. The best way to help your friend is to go to a teacher and tell them what

happened and then go back and say nice things to make them feel better. Instead of using anger to help you tell a teacher, you may use the anger to shout at the person who was nasty to your friend. Anger can lead us to say or do things that make the situation worse.

One word that can help explain how we feel inside when we are very anger is the word 'storm'. Storms are often windy and rainy, with thunder and lightning. A storm at night can sound and feel worse that a storm in the day.

We can feel 'stormy' inside. A storm can be used to describe the way we feel some of the other emotions that happen inside us. We might feel stormy and unsettled when we are scared or worried. There is an account in the Bible of when Jesus didn't let the storm that was going on around him affect his feelings.

Jesus Calms the Storm

Jesus had just finished a long day of teaching. It was getting dark. Jesus and his friends were staying on the other side of a big lake. To go home, they had to use a boat to cross the lake. Jesus and his friends got into the boat and set sail. Jesus was tired and he decided to have a rest at the back of the boat. It didn't take long before Jesus had fallen fast asleep.

About halfway across the lake, the boat was caught in the middle of a huge storm. The wind started blowing against the little wooden boat. The waves sent water splashing over the sides. Jesus' friends were scared, but Jesus carried on sleeping while the storm was going on around them. The boat was close to sinking. His friends started to feel angry. Why is Jesus still sleeping they thought. Eventually they woke Jesus up. "Don't you care that the storm is going to sink the boat," they said to Jesus with angry voices. Jesus slowly stretched and stood up. He looked out on the raging storm and said "Quiet, Be Still." Immediately the storm stopped. The wind died down and it was completely calm. Jesus' friends were absolutely amazed.

The title of today's assembly is calm, peaceful and untroubled. Jesus' friends were obviously scared by the storm around them (and who wouldn't be), but Jesus slept calmly in the back of the boat. Jesus was calm, peaceful and untroubled even though he was right in the middle of a storm. Anger can help us to do something in a situation that can make things better. When we feel overcome with our anger or our fears there are things we can do to help us become calm, peaceful and untroubled. We will think about those things towards the end of this week's active reflections.

Reflection

We would all like to live in a world in which we all could be calm, peaceful and untroubled. We know that it is quite likely that we will all go through difficult times. As we go through these storms of life, may we learn to be calm, peaceful and untroubled.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Anger



Optional resources to support this week's theme:

- Printed **Variations of Anger – Big and Small** or **Variations of Anger***
- **I Feel Descriptions***
- Small bottle of fizzy drink
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

25.1 I See, I Hear

- Whilst presenting the assembly 'Calm, Peaceful and Untroubled' or the story 'Jesus Calms the Storm' emphasise the feelings anger and fear. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

25.2a I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe being angry. Explain that there are different ways people show anger **(see 'Variations of Anger – Big and Small')**.
- Children copy you acting anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out anger growing and shrinking with or to a partner.

25.2b I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe being angry. Explain that there are different ways people show anger **(see 'Variations of Anger')**.
- Children copy you acting anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Practise the different ways anger could be shown on our faces. **Variations of Anger** include pictures for annoyed, grumpy, bad-tempered, cross, frustrated and furious.
- Ask the children to discuss if some types of anger are angrier than others?
- Ask the children to discuss ordering the **'Variations of Anger'** small anger to big anger.
- Children act out anger growing and shrinking with or to a partner.

25.3a I Feel

- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Use the following to describe how we might feel the different types of anger **(also see 'I Feel Descriptions' and 'Variations of Anger – Big and Small')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more angry it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
  - Act out the following with an annoyed voice. Small anger might feel like your body is getting heavier and heavier and you feel warmer than before. You might start sweating and your heart starts to beat faster. You might even begin to feel dizzy and a funny feeling grows in your tummy.
  - Act out the following with a furious voice. Big anger might feel like your body is very heavy and you are very hot. You sweat, and your heart beats very fast. Your body starts shaking, you can't think properly and start shouting.
- Children act out anger growing and shrinking with or to a partner.

25.3b I Feel

- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Use the following to describe how we might feel the different types of anger **(also see 'I Feel Descriptions' and 'Variations of Anger')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more angry it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
  - Act out the following with an annoyed voice. Small anger might feel like your body is getting heavier and heavier and you feel warmer than before. You might start sweating and your heart starts to beat faster. You might even begin to feel dizzy and a funny feeling grows in your tummy.
  - Act out the following with a furious voice. Big anger might feel like your body is very heavy and you are very hot. You sweat, and your heart beats very fast. Your body starts shaking, you can't think properly and start shouting.
- Discuss how the 6 variations may feel inside **(see 'Variations of Anger')**.
- Children act out anger growing and shrinking with or to a partner.

25.4a I Understand

- Recount the story.
- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Different things can make different people angry. Jesus's friends were angry with Jesus for sleeping at the back of the boat during the storm. Eventually they were that angry that they went and woke Jesus up.
- Children act out anger, growing and shrinking with or to a partner.

25.4b I Understand

- Recount the story.
- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Different things can make different people angry. Jesus's friends were angry with Jesus for sleeping at the back of the boat during the storm. Eventually they were that angry that they went and woke Jesus up.
- Can the children think of times that they have felt annoyed, grumpy, bad-tempered, cross, frustrated and furious **(see 'Variations of Anger')**.
- Children act out anger, shame (guilt), fear, love, sad and happy growing and shrinking with or to a partner.



25.5 I Can

- Act out anger growing from a slightly frustrated face to your whole body being very outraged and stomping around. Shrink back to a slightly frustrated face again.
- Use a puppet and pretend to be one of Jesus' friends in the boat. Explain that you were both scared and angry. Scared of the storm. Angry because Jesus was sleeping. Explain that you got more and more angry and that eventually you had to wake up Jesus. Ask the children to advise the puppet on what s/he could do when they start to feel fear and anger growing inside of themselves.
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are outraged. After you have been outraged and you feel calm again, it is good to tell someone why you felt angry in the first place.
  - Your body might be scared of something that you need to get away from or do something about.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Take your self away from the things that are making you outraged.
  - Imagine a bottle of fizzy drink that's been shaken up and about to pop. Imagine the bottle being placed on a table and being left to calm down. Imagine you being outraged shrinking as the fizz in the bottle stops becoming so angry.
- Include other calming or distraction techniques that you or the children already know.



26. Can I have your Attention – Excited Abheek's Trip to the Zoo: Part 1



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

A proverb is a short, clever saying that we use to offer advice. Proverbs are like little instructions that can help us to make the right decisions. There are proverbs about friendships, families, work and learning. There are proverbs about how we think about ourselves and how we think about others. There is probably a proverb for every problem we have ever faced. If new problems appear, someone will probably make up a proverb about it. Sometimes a proverb is just what we need to hear to help us make the right decision.

I'm going to read out a few, see if you (including teachers) can tell me what they mean.

- Actions speak louder than words (what you do is more important than what you say).
- All that glitters is not gold (it might look like a good thing at the time, but it might not turn out as you first thought).
- An apple a day keeps the doctor away (eat healthy).
- Put your best foot forward (try hard from the beginning).
- A stitch in time saves nine (sort out the problem now, rather than waiting for it to get worse).
- Don't judge a book by its cover (don't judge someone by what they look like).
- A friend in need is a friend indeed (a true friends is one that helps you at difficult times).
- Look before you leap (think about what will happen before you make a decision).
- Rome wasn't built in a day (some things take time).
- No-one is an island (you need the help from the people around you, we can't do it on our own).

There is a book in the Bible that is called Proverbs. The book of Proverbs is full of proverbs. They include proverbs like:

- Stupid people (or fools) always think they are right, wise people listen to advice (Proverbs 12:15 GNT).
- A kind answer soothes angry feelings, but harsh words stir them up (Proverbs 15:1).
- A cheerful heart is good medicine (Proverbs 17:22 NIV).

Not so long ago it was said that 'sticks and stones can break your bones, but names will never hurt you'. It was said to someone

who was feeling bad because someone had said nasty things to them to make them feel better. If any of us have had horrible things said to us, we'll know that they can make us feel sad and upset inside. A proverb in the Bible reminds us that 'Sharp words can hurt like a knife, but wise words can make things better' (Proverbs 12:18). This proverb lets us know that it is normal to feel sad when people say horrible things about us. It also lets us know that nice, encouraging, true words can make things better.

There is even a proverb in the Bible that talks about your teachers. 'Pay attention to your teacher and learn all you can' (Proverbs 23:12 GNT). Does anyone know what 'pay attention' means? Attention means listening carefully, trying to hear what is being said and then acting on or trying to remember what has been said. We are going to hear a story that reminds us that it isn't always easy to pay attention.

Excited Abheek's Trip to the Zoo – Part 1

Abheek was so excited. He couldn't sit still at the breakfast table. He had struggled to get to sleep the night before. Abheek kept telling his mum about how he was looking forward to going to the zoo. He couldn't wait to get to school. He couldn't wait to get the coach. He couldn't wait to see the monkeys. You're going to have to wait said Abheek's daadi (grandma). Eat up your Aloo Paratha (potato cakes) or you and your mum are going to be late. After breakfast, which took longer than normal, Abheek got dressed. He was so excited that he put his t-shirt on backwards and put his shoes on the wrong way round. 'Concentrate!' came the shout from daadi.

Excited, Abheek arrived at school, a bit later than normal. Outside the gates, Abheek could see two coaches. Abheek got even more excited. 'Your bag!' came a cry from his mum. Abheek took his bag and went into school. He was so excited that he didn't hear his name being called during the morning register. 'Abheek, you are here aren't you,' said Mrs Khan, his teacher. Mrs Khan told them to pay attention as she gave them instructions about the day. She put all the children in pairs and told them to hold hands. They were going to get on the first bus. They lined up by the classroom door. But Abheek was too excited. He let go of his partner's hand and ran and got on the wrong bus.

Abheek was on the bus for what seemed like ages. Mrs Khan asked for everyone's attention. She began giving the children instructions about getting off the bus. But Abheek wasn't listening, he was too busy thinking about the monkeys.

There are lots of things that can stop us paying attention. In our story Abheek was very excited. In his excitement he struggled to sleep, concentrate on breakfast or even get dressed properly. He was so excited that he couldn't pay attention to Mrs Khan's instructions. We will find out what happens to Abheek in a couple of weeks' time. This week we are going to think about what Abheek could have done to calm himself down and pay more attention to his mum, daadi and of course Mrs Khan.

Reflection

We know it is important to give someone our attention when listening to them. We are able hear what they have to say. May we learn to listen carefully so that we too can learn all we can, making the most of the opportunities we have at school and at home.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Happy



Subsidiary Focus – Paying Attention

Optional resources to support this week's theme:

- Printed **Variations of Happy – Big and Small** or **Variations of Happy***
- **I Feel Descriptions***
- Small bottle of fizzy drink, a bowl and paper towels
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

26.1 I See, I Hear

- Whilst presenting the assembly 'Can I have your Attention' or the story 'Excited Abheek's Trip to the Zoo' emphasise the feeling excited. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what this feeling may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

26.2a I See, I Hear

- Recount the story of the 'Excited Abheek's Trip to the Zoo'.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness **(see 'Variations of Happy – Big and Small')**.
- Children copy you acting happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile.
- How big was the happiness that Abheek felt waiting to go to the Zoo?

26.2b I See, I Hear

- Recount the story of the 'Excited Abheek's Trip to the Zoo'.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness **(see 'Variations of Happy')**.
- Children copy you acting happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile.
- Practise the different ways happiness could be shown on our faces. **Variations of Happy** include pictures for happy, content, delight, joyful, excited and ecstatic.
- Ask the children to discuss if some types of happy are happier than others?
- Ask the children to discuss ordering the **'Variations of Happy'** small happy to big happy.
- How big was the happiness that Abheek felt waiting to go to the Zoo?

26.3a I Feel

- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Use the following to describe how we might feel the different types of happiness **(also see 'I Feel Descriptions' and 'Variations of Happy – Big and Small')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more excited it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
    - Act out the following with a calm but happy voice. Small happy might feel warm, relaxed, calm, where everything just feels safe and normal. My heart just plods along.
    - Act out the following with an excited voice. Big happy might feel bubbly, like I have lots of energy inside that wants to come out and I want to run around waving my arms in the air. My heart beats fast. Everything feels amazing.
- Which one do you think is most like Abheek?

26.3b I Feel

- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Use the following to describe how we might feel the different types of happiness **(also see 'I Feel Descriptions' and 'Variations of Happy')**. *Show a small bottle of fizzy drink. The bottle is okay to open when the drink inside is still and calm. When you become more and more excited it is like shaking the bottle (using a bowl you may want to open the bottle and let it spray everywhere, or just ask the children what they think will happen).*
    - Act out the following with a calm but happy voice. Small happy might feel warm, relaxed, calm, where everything just feels safe and normal. My heart just plods along.
    - Act out the following with an excited voice. Big happy might feel bubbly, like I have lots of energy inside that wants to come out and I want to run around waving my arms in the air. My heart beats fast. Everything feels amazing.
- Discuss how the 6 variations may feel inside **(see 'Variations of Happy')**.

26.4 I Understand

- Recount the story of the 'Excited Abheek's Trip to the Zoo'.
- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Abheek was so excited about going to the zoo. Being too excited stopped him from being able to concentrate. What sorts of things did his excitement stop him from doing?
    - Sleeping.
    - Eating his breakfast.
    - Getting dressed.
    - Getting to school on time.
    - Remembering his bag.
    - Listening for his name during the register.
    - Remembering to follow Mrs Khan's instructions.
- Have you ever got over excited? Why? What did you forget to do?



26.5 I Can

- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Use a puppet pretending to be Abheek. Explain that when he is overexcited it stops him from being able to focus on what their mum, dad, daadi, friends or teachers have asked him to do. What advice can the children give the puppet to help him shrink when he gets over excited.
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are excited.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Take your self away from the things that are making you excited.
  - Imagine a bottle of fizzy drink that's been shaken up and about to pop. Imagine the bottle being placed on a table and being left to calm down. Imagine you being overexcited shrinking as the fizz in the bottle stops becoming so bubbly.
- Include other calming or distraction techniques that you or the children already know.



27. To Forgive: Easter – Abheek's Trip to the Zoo: Part 2



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

There are a number of animated resources that can be downloaded and shown to aid the retelling of the original events during Easter courtesy of www.max7.org (Please preview video content to check it is appropriate for your pupils.)

- https://www.max7.org/en/resource/JesusDeath
- https://www.max7.org/en/resource/ResurrectionJesus
- https://www.max7.org/en/resource/crucifixion
- https://www.max7.org/en/resource/HeIsRisen

Can anyone tell me what is being celebrated during the coming school holidays? Easter is the most important Christian festival in the year. Easter is also celebrated by people who follow other religions or don't have any religious belief at all. Christmas remembers Jesus' birth, but Easter celebrates the central theme of Christianity which is forgiveness and hope. To forgive someone means to stop feeling angry towards someone for something they have done wrong to you, it may mean that you no longer want to punish the person for what they have done wrong. Many Christians believe that humans can only be forgiven because Jesus was prepared to take their punishment and was put on the cross, the event remembered on Good Friday. It is called 'Good' Friday, for the very reason that it is good news for Christians. It was through Jesus' death that they can find forgiveness for the wrong things they have done in their life. Easter Sunday is important as it celebrates Jesus' resurrection two days later. (Show any relevant videos).

Have you ever done something wrong and immediately wish you hadn't done it? The word guilt is the word we use to describe the uncomfortable feelings we have when we know we have done wrong. We all make mistakes, and we all do things wrong. I'm not talking about misspelling words or getting a maths sum incorrect, I mean saying something nasty or stealing another person's belongings. Guilt is a natural and important feeling. Guilt should remind us that it is time to say sorry for the wrong thing that we did, make it right if we can and probably try not do it again. Some people try to hide their guilt by pretending that someone else did it or saying that it was an accident when they knew it wasn't. The best way of making things right is by quickly owning up, saying sorry and meaning it. It will help to make things

better with the person that you wronged and also solve your feelings of guilt.

Feelings of guilt often follow the things that we say and do that we know are wrong and that possibly hurt others. When we are wronged, that is, when someone does something nasty or hurtful to us, we may feel angry or upset. This is a natural feeling that we have, but what can we do with those feelings. To 'forgive' means to stop feeling angry towards someone for something they have done wrong to you. Guilt and anger are natural feelings, but they are not what we want to focus on in our school community (what is your school motto, talk about how guilt and anger may get in the way of those values). Saying sorry and forgiving others when they have wronged us are a good way of dealing with those uncomfortable feelings and will stop them from growing and causing bigger problems. Easter is a time of hope and new beginnings, it is a good time to remind us that we have a new beginning when people forgive us and that we can do the same and forgive others.

Abheek's Trip to the Zoo: Part 2

Mrs Khan told the children to stand by the side of the bus and hold the hand of their partner. Abheek was so excited, all he could think about was the monkeys. He didn't pay Mrs Khan any attention and he didn't listen to the instructions. They all climbed out of the bus. Dora, Abheek's partner went to grab his hand, but before she had the chance, Abheek had run off. In his excitement, Abheek wasn't thinking, he just wanted to see the monkeys. Abheek tried to find the entrance to the zoo. There were so many buses, cars and people and soon Abheek was lost. He couldn't find Dora or the other children. Mrs Khan was nowhere to be seen. He couldn't remember which way he'd come.

Abheek began to feel scared. A funny feeling began getting bigger in his tummy. His body felt heavy and he began to cry. "Hello, Abheek," said a kind voice. A woman knelt and smiled at Abheek. She had a bright yellow vest over her coat. Wiping away the tears, Abheek recognised the woman, it was Miss Davies who helped the other class at school. "I saw you run off and followed you, you do run fast," she said. Abheek smiled, his tears stopped, he felt relieved. "Did you not hear Mrs Khan tell everyone to stand by the bus?" she said in kind but stern voice. Abheek began to feel guilty. He felt his face becoming really warm and the funny feeling re-appeared in his tummy. "I'm sorry," said Abheek. "I just wanted to see the monkeys." Abheek started crying again. "Miss Davies, I am really sorry, I won't do it again."

"All is forgiven," said Miss Davies. "Let's go back to the rest of the group and then we can go and see those monkeys!"

Some people have suggested that doing wrong, saying sorry and being forgiven are similar to a set of balance scales (you may want to show an image or a real set of balance scales). Imagine a balanced set of scales, both sides are equal. What happens if you were to put something heavy on one side of the scales? Are they still balanced? What would you need to do to balance the scales again? If you do something wrong, it is like putting a weight on one side of the scales, they are no longer balanced. Whilst the scales are out of balance it can affect our feelings of guilt, it can ruin feelings of trust, joy and happiness. To be able to restore and make those feelings better we



need to rebalance the scales. Repentance (an old fashioned word for saying sorry) and forgiveness are tools that we have to be able to reset the scales when we or someone else has done something wrong.

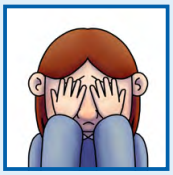
Reflection

We think of times when we have wronged others and they have forgiven us, and for times when others have wronged us, and we have forgiven them. This Easter may we remember and celebrate new beginnings and fresh starts. May we continue to say sorry and forgive others for the benefit of our own families, friendships and communities.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Shame (Guilt)



Subsidiary Focus – Saying Sorry and Forgiveness

Optional resources to support this week's theme:

- Printed **Variations of Shame – Big and Small** or **Variations of Shame***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

27.1 I See, I Hear

- Whilst presenting the assembly 'To Forgive – Easter' or the story 'Abheek's Trip to the Zoo: Part 2' emphasise the feelings excitement, fear and guilt. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

27.2a I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe shame. Explain that there are different ways people show their shame **(see 'Variations of Shame – Big and Small')**.
- Children copy you acting shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

27.2b I See, I Hear

- Recount the story.
- There are lots of words that we can use to describe shame. Explain that there are different ways people show shame **(see 'Variations of Shame')**.
- Children copy you acting shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Practise the different ways shame could be shown on our faces. **Variations of Shame** include pictures for embarrassed, humiliated, guilt, sorry, disappointment and ashamed.
- Ask the children to discuss if some types of shame are more shameful than others?
- Ask the children to discuss ordering the **'Variations of Shame'** small shame to big shame.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

27.3a I Feel

- Act out shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Use the following to describe how we might feel the different types of shame **(also see 'I Feel Descriptions' and 'Variations of Shame – Big and Small')**. *Shame is something that we can feel when we have done something wrong, or when others make us feel like we have done something wrong, even if we haven't.*
  - Act out the following with a small sorry sound in your voice. Small shame might feel like you are bit hot inside, and you don't want to look someone in the eyes.
  - Act out the following with a quiet very reserved voice. Big shame might feel like your body wants to hide away, you may want to cry. You might feel like no one likes you. Big shame can make you feel really sad.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

27.3b I Feel

- Act out shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Use the following to describe how we might feel the different types of shame **(also see 'I Feel Descriptions' and 'Variations of Shame')**. *Shame is something that we can feel when we have done something wrong, or when others make us feel like we have done something wrong, even if we haven't.*
  - Act out the following with a small sorry sound in your voice. Small shame might feel like you are bit hot inside, and you don't want to look someone in the eyes.
  - Act out the following with a quiet very reserved voice. Big shame might feel like your body wants to hide away, you may want to cry. You might feel like no one likes you. Big shame can make you feel really sad.
- Discuss how the 6 variations may feel inside **(see 'Variations of Shame')**.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

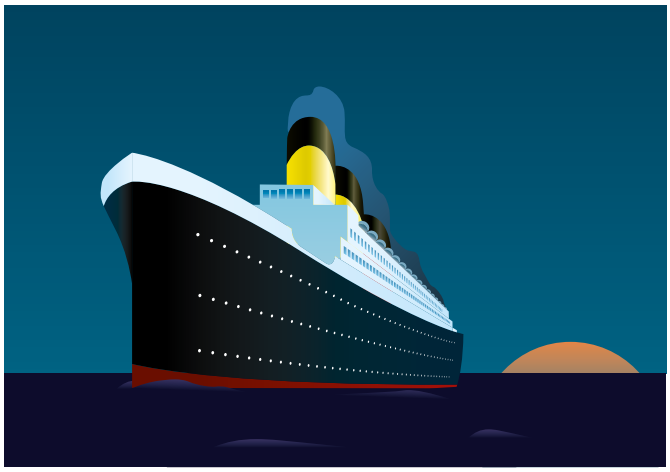
27.4 I Understand

- Recount the story.
- Act out shame growing from a slightly guilty face to your whole body being embarrassed. Shrink back to a slightly frustrated face again.
- Different things can make different people ashamed.
- Sometimes we might feel guilty if we know we have done something wrong. Guilt might be a way to help us say that we are sorry and make things better. Abheek felt guilty when he realised that running away from the coach was dangerous.
- Children act out shame, anger, fear, love, sad and happy growing and shrinking with or to a partner.

27.5 I Can

- Act out shame growing from a slightly guilty face to your whole body being very embarrassed. Shrink back to a slightly guilty face again.
- Use a puppet to explain that you and a friend have fallen out because they said something horrible about you. They have said they are sorry but you don't know what to do. Should you be their friend again or not? Ask the children to advise the puppet, what can s/he do to make it better?
- Use a puppet and pretend that someone has said something horrible about your ears. You think that other people might laugh at your ears. Explain you don't like feeling like this. Ask the children to advise the puppet what can s/he do to make it better? (Think about what would happen if you didn't have any ears, how would you hear. You need them, they are really important.)

28. A Titanic Mistake? – Jamie Learns from His Mistakes



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Jamie Learns from His Mistakes

Jess and her twin brother Jamie were both very talented football players. Jess played for the town's under sevens' team. She had been picked at the beginning of the season. Jamie had also tried out for the team but he wasn't picked. At the time, Jamie was pleased for his sister, but he was disappointed with himself and it made him feel sad. For a couple of weeks after the football trials Jamie moped around the house. He had enjoyed playing football with his sister in the garden, but after the trials he just felt glum. He played on his Xbox and watched the telly, but he still felt miserable. During the football trials, other players had tackled Jamie and got the ball, he'd tried to score a goal but missed and he'd even missed a penalty.

Dad had noticed that Jamie was sad and asked him why he felt so down. Jamie said that he couldn't stop thinking about the mistakes he'd made during the football trials. Dad said that he wasn't sure if he'd call them mistakes, but even so Jamie could always learn from them. Over the next few months, Jamie and his dad practised taking penalties. Dad asked Jess to teach Jamie a few neat tricks to help him keep the ball. They practised tackling each other. Jamie practised all that he'd learned, he'd become a much better player and more importantly he'd found his love of football again.

That was a short story about learning from our mistakes. Today we are going to hear about another mistake, a titanic mistake. I wonder if any of the teachers can tell me what these boats or ships are famous for:

1. The Santa Maria – the ship on which Christopher Columbus sailed to the Americas over 500 years ago.
2. HMS Victory – the ship on which Lord Nelson fought and won the battle of Trafalgar in 1805.
3. Bismarck – A German World War 2 battleship, it was sunk on the 27th May 1941.
4. RMS Titanic – Sinking on its first voyage across the Atlantic Ocean.
5. RMS Carpathia – The first ship to reach the stranded passengers of the sunken ship, Titanic.

Today we are going to think about a very famous boat called the RMS Titanic. The Titanic was built to take people from Britain to America. When it was completed, the

RMS Titanic was the largest ship that had ever been built. It was about as long as two and a half football pitches. At the time it was the largest movable manmade object ever made. The name Titanic means 'incredible strength, size or power.' To the newspapers of the time, the Titanic had all of these. Some magazines reported the Titanic to be practically unsinkable.

Unfortunately, it is not its incredible size or power for which the Titanic is famous. Over one hundred years ago, on the 10th April 1912, the Titanic set off from Southampton, England. It stopped in France and Ireland before travelling across the Atlantic Ocean. It was expected to arrive in New York seven days later. Just before midnight on the 14th April, the Titanic hit an iceberg. Just over two and a half hours later the Titanic began to sink. Of the two thousand two hundred passengers and crew on board, only seven hundred survived. It is for this tragedy that the Titanic is remembered. There are many films, programmes and websites dedicated to the events of that night.

Could it have been avoided or not? Was the sinking of the Titanic caused by a series of mistakes or was it an accident? Could there have been more survivors if things had been done differently? A High Court judge, Lord Mersey, looked at what had happened. He said that the ship was going too fast to be able to steer away from the oncoming iceberg. The Captain, Edward Smith, knew that there had been sightings of icebergs. Another ship had decided to stop sailing in the dark and carry on the next day. This ship had radioed the Titanic and said that they had stopped because they thought it was too dangerous. This actual message didn't get to the captain.

There were only enough lifeboats on board to carry about half of the passengers. It is suggested that the ship had been designed with forty-eight lifeboats, but they settled on twenty to make the decks look less cluttered. Finally, it is thought that the lookout wasn't given binoculars even though he'd asked. It took about forty seconds between the lookout seeing the iceberg and the Titanic hitting it.

It's easy when we look back to point out the mistakes and to say things should have been done differently. Yes, Captain Smith was travelling too fast to be able to steer the ship away from the iceberg, but he was the captain of a ship that was practically unsinkable. I wonder if this made him a little over-confident. Although there weren't enough lifeboats, they were still within the legal limit. And for the binoculars, at the time, many lookouts said that they could see more without binoculars than with them because binoculars only focus on a small part the horizon.

There were lots of factors that led to the sinking of the Titanic, each one making the tragedy a little more likely. After the sinking of the Titanic, laws were changed to make sailing safer. Ships were made to carry enough lifeboats for the number of passengers and crew on a ship. Radio laws made sure that a ship's radio was manned 24 hours a day. Boats and more recently planes have been used to spot icebergs in the area. Ships were also refitted to make the bottoms of them safer and more watertight.

Reflection

We are sad when we hear of tragedies such as the sinking of the Titanic. We are also grateful for the changes that result in the saving of lives that come from such disasters. This week may we make the right choices as we think about learning from our past experiences and past experiences of others.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Sad



Subsidiary Focus – Learning from Your Mistakes

Optional resources to support this week's theme:

- Printed **Variations of Sad – Big and Small** or **Variations of Sad***
- **I Feel Descriptions***
- Balloon
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

28.1 I See, I Hear

- Whilst presenting the assembly 'A Titanic Mistake?' or the story 'Jamie Learns from His Mistakes' emphasise the feelings sad. happy and love. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

28.2a I See, I Hear

- Recount the story Jamie Learns from his Mistakes.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness **(see 'Variations of Sad – Big and Small')**.
- Children copy you acting sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.

28.2b I See, I Hear

- Recount the story Jamie Learns from his Mistakes.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness **(see 'Variations of Sad')**.
- Children copy you acting sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Practise the different ways sadness could be shown on our faces. **Variations of Sad** include pictures for unhappy, upset, glum, distressed, miserable and gloomy.
- Ask the children to discuss if some types of sad are sadder than others?
- Ask the children to discuss ordering the **'Variations of Sad'** small sad to big sad.

28.3a I Feel

- Act out sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Use the following to describe how we might feel the different types of sadness **(also see 'I Feel Descriptions' and 'Variations of Sad – Big and Small')**. *(Blow up a balloon a little whilst describing what small sad feels like then blow it up a lot when describing what big sad feels like.)*
  - Act out the following with a sad unhappy voice. Small sad might feel like your body is a bit heavy, it feels empty and your mouth doesn't want to smile. You don't want to do anything.
  - Act out the following with a distressed voice. Big sad might feel you are losing control of your body, you feel like crying, you might feel like you don't know what to do. All you can think about is being distressed. It's hard to think about anything else.
- How sad did Jamie feel in the story?

28.3b I Feel

- Act out sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Use the following to describe how we might feel the different types of sadness **(also see 'I Feel Descriptions' and 'Variations of Sad')**. *(Blow up a balloon a little whilst describing what small sad feels like then blow it up a lot when describing what big sad feels like.)*
  - Act out the following with a sad unhappy voice. Small sad might feel like your body is a bit heavy, it feels empty and your mouth doesn't want to smile. You don't want to do anything.
  - Act out the following with a distressed voice. Big sad might feel you are losing control of your body, you feel like crying, you might feel like you don't know what to do. All you can think about is being distressed. It's hard to think about anything else.
- Discuss how the 6 variations may feel inside **(see 'Variations of Sad')**.
- How sad did Jamie feel in the story?

28.4a I Understand

- Recount the story Jamie Learns from his Mistakes.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Ask the children to think about something they like, a teddy, a game etc… Imagine if you lost it in your house, you know you'll find it but you've lost it for now. How sad might that make you feel? Imagine if you lost it when you were on holiday and you get back home and you realise you'll never get it back. You might be distraught. Imagine just how happy and surprised you'd be if a stranger found it and you were able to get it back.
- In the story, Jamie felt sad thinking about the mistakes he'd made during the football trials.

28.4b I Understand

- Recount the story Jamie Learns from his Mistakes.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Ask the children to think about something they like, a teddy, a game etc… Imagine if you lost it in your house, you know you'll find it but you've lost it for now. How sad might that make you feel? Imagine if you lost it when you were on holiday and you get back home and you realise you'll never get it back. You might be distraught. Imagine just how happy and surprised you'd be if a stranger found it and you were able to get it back.
- What made Jamie sad?
- Can the children think of times that they have felt unhappy, upset, glum, distressed, miserable and gloomy **(see 'Variations of Sad')**.

28.5 I Can

- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Use a puppet to explain that like Jamie even when they have a small feeling like being glum it can stop them from enjoying things like playing the Xbox, watching TV or playing football. What advice can the children give the puppet to help them feel better when they are feeling glum.
- Some calming (distracting) strategies:
    - Count to 10.
    - Tell somebody why you are distressed.
    - Think about something calm.
    - Try and listen to your heart beating; if you stay still can you make it go slower?
    - Listen, what can you hear around you? Birds, cars, people talking outside.
    - Take your self away from the things that are making you distressed.
    - Imagine a balloon big and round, imagine someone letting out some of the air, like the balloon imagine your distress getting smaller and smaller.
- Include other calming or distraction techniques that you or the children already know.



29. Beliefs and Actions: Ramadan – Tommy and the Coconut Cake



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Tommy and the Coconut Cake

Tommy's family had recently started going to their local mosque. They spent time as a family reading a special book called the Qur'an. Tommy's dad had begun praying every day. He would always pray facing in the same direction and act out his prayers by bowing and standing.

It was Ramadan. Tommy's dad said that it was a special time that people remembered a man called Muhammad being given the Qur'an. Tommy's dad would fast during the day. Fasting means going without food. When the sun set in the evening, Tommy's dad would eat his meal. Ramadan lasted about 30 days and Tommy's family celebrated it coming to an end with a festival called Eid-ul-Fitr. Imam Abdul, the leader of the Mosque, had invited Tommy's family for a special meal. Tommy was told to eat everything that was on his plate.

They arrived at Imam Abdul's house. Tommy's dad gave a present to Imam Abdul and his wife. To Tommy's surprise, the Imam had bought them all presents too. They went to the dining room and sat down for dinner. Tommy looked at all the food laid out on the table. It smelt amazing and it tasted delicious. After the main meal, Imam Abdul's wife served everyone with a piece of specially decorated cake. Tommy picked up the cake and took a really big bite. His face changed, Yuk! Coconut. Tommy hated coconut. It made him feel sick. Tommy couldn't keep it in his mouth and without thinking he spat it back onto his plate. He looked up and everyone was looking at him. Tommy looked at his dad, then he looked at Imam Abdul. It was silent for a few seconds. "I guess you don't like coconut," the Imam said laughing. "We'll see if we can find something you do like. Happy Eid everyone!"

Can anyone tell me what Ramadan is? Ramadan is the time in the year when most Muslims will fast during the daylight hours. So from the rising of the sun in the morning to the time it sets in the evening, many Muslims will go without food. It is an important time and lots of Muslims remember Muhammad, the founder of Islam, receiving the Holy book of Islam, the Qur'an.

People from nearly every culture and religion have times in their history that they consider important and remember

in different ways. Can anyone give me an example of something in history that is remembered nowadays? How is it remembered?

Fasting during Ramadan is one of five important actions that most Muslims complete, these are called the 'Five Pillars of Islam.' Pillars are used in building, they are strong posts that help to keep buildings up and something to hold up the roof. You can find pillars in many old buildings like parish churches. The Five Pillars of Islam aren't actually pillars, but they are things that Muslims do that will make their faith strong.

Some of them are actions that are done every day. The first pillar is called 'Shahada'. It is called the statement of faith which is a sentence that states two important Muslim beliefs. There is no god but Allah and that Muhammad is his messenger. The Shahada is often said every day. It is said by a father into the ear of his newborn baby. 'Salat' is the second of the Five Pillars of Islam. It includes daily prayers that are performed at set times during the day or night. Salat prayers are often said along with a range of movements that include standing, kneeling and bowing.

Other actions are completed at specific times during the year, Sawm, or fasting which means going without food, is the fourth pillar of Islam and takes place during the month of Ramadan. The third pillar, called Zakat, is also often done during Ramadan. Generally, for Zakat, a Muslim will work out how much they have earned in the year, they will give some of their savings to charity. There are rules on how this money can be used. For the fifth pillar, it is generally expected that a Muslim should go on a special journey or pilgrimage to the city of Makkah in Saudi Arabia, at least once in their lifetime. This pilgrimage is called the Hajj.

The Five Pillars of Islam are a way for many people in this country and around the world to act out their beliefs. These beliefs will be seen in what many Muslims do and how they behave. For many, fasting during Ramadan is an opportunity to practise what they believe.

What do you think is so important that it will affect what you do? Being kind to our community is something that many people say they believe, but what actions do you think they should practice proving they believe it? Many people believe that they are being kinder to the planet. What actions do you think we should all do to prove that we believe it?

Reflection

As we have thought about special occasions, we have also thought about how our actions show what we believe and how they demonstrate what we think is important. May we be respectful of the variety of beliefs within our own communities and wider society as people live out their belief in their actions.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Disgust



Optional resources to support this week's theme:

- Printed **Variations of Disgust – Big and Small** or **Variations of Disgust***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

29.1 I See, I Hear

- Whilst presenting the assembly 'Belief and Action: Ramadan' or the story 'Tommy and the Coconut Cake' emphasise the feelings surprise, shame and disgust. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

29.2a I See, I Hear

- Recount the story Tommy and the Coconut Cake.
- There are lots of words that we can use to describe disgust. Explain that there are different ways people show their disgust **(see 'Variations of Disgust – Big and Small')**.
- Children copy you acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.

29.2b I See, I Hear

- Recount the story Tommy and the Coconut Cake.
- There are lots of words that we can use to describe disgust. Explain that there are different ways people show disgust **(see 'Variations of Disgust')**.
- Children copy you acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Practise the different ways disgust could be shown on our faces. **Variations of Disgust** include pictures for yucky, unpleasant, not nice, dislike, hate and repulsion.
- Ask the children to discuss if some types of disgust are more disgusting than others?
- Ask the children to discuss ordering the **'Variations of Disgust'** small disgust to big disgust.

29.3a I Feel

- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Use the following to describe how we might feel the different types of disgust (also see **'I Feel Descriptions'** and **'Variations of Disgust – Big and Small'**). *Disgust is something we feel when our body says we don't like that.*
  - Act out the following with a small dislike in your voice. Small disgust might feel like you're not sure if you like something. You might not want to touch, taste, see, hear or smell it.
  - Act out the following with a repulsed voice. Big disgust might feel like your body wants to be sick and you want to get away from it. Big disgust might also make you feel sad or angry.
- Children act out disgust, surprise, fear, anger, sad and happy growing and shrinking with or to a partner.

29.3b I Feel

- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Use the following to describe how we might feel the different types of surprise (also see **'I Feel Descriptions'** and **'Variations of Disgust'**). *Disgust is something we feel when our body says we don't like that.*
  - Act out the following with a small dislike in your voice. Small disgust might feel like you're not sure if you like something. You might not want to touch, taste, see, hear or smell it.
  - Act out the following with a repulsed voice. Big disgust might feel like your body wants to be sick and you want to get away from it. Big disgust might also make you feel angry.
- Discuss how the 6 variations may feel inside (see **'Variations of Disgust**).
- Children act out disgust, fear, anger, sad and happy growing and shrinking with or to a partner.

29.4a I Understand

- Recount the story Tommy and the Coconut Cake.
- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- People are disgusted by lots of differing things.
  - We can often find different types of food disgusting. What types of food do you think are disgusting?
    - Fish, brussels sprouts, broccoli, cauliflower, eggs, spinach, water?
  - People don't like lots of things, we might find we don't like things other people say or do. We might not like certain animals like slugs or worms.
  - How do you feel if someone doesn't like something that you do, like tapping?
- Children act out disgust, surprise, love, fear, anger, sad and happy growing and shrinking with or to a partner.

29.4b I Understand

- Recount the story Tommy and the Coconut Cake.
- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- People are disgusted by lots of differing things.
  - We can often find different types of food disgusting. What types of food do you think are disgusting?
    - Fish, brussels sprouts, broccoli, cauliflower, eggs, spinach, water?
  - People don't like lots of things, we might find we don't like things other people say or do. We might not like certain animals like slugs or worms.
- Can the children think of times that they have felt the different variations of disgust. Yucky, unpleasant, not nice, dislike, hate and repulsion (see **'Variations of Disgust**).
- Children act out disgust, surprise, love, anger, sad and happy growing and shrinking with or to a partner.



29.5 I Can

- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Using a puppet, explain to the children that you hate broccoli and cauliflower but know that they are very healthy and you really want to be able to eat them. Ask the children for advice on how they could overcome their disgust of healthy foods.
    - Try foods you don't like a little bit at a time and often.
    - Eat it before eating something you do like.
    - Talk about what you don't like about it with people who like it.
    - Think about how healthy it will make you.
- Using a puppet, explain to the children that you have a brother/sister who does something that you really don't like. They chew their food, with their mouth closed like they should do, but it still makes you feel disgusted inside. You don't want to hurt your brother or sister's feelings. Ask the children for advice on what they could do.
    - Try to think about something else – distraction strategies.
    - Think about how their brother or sister is enjoying their food.
    - Think about the noises you make when you are eating different types of food.
        - How do you eat an ice cream?
        - How do you eat a stick of rock?
        - How do you eat soup?
        - How do you eat a chewy sweet?
        - How do you eat something that's too hot?
        - How do you eat something that's too cold?



30. Taming the Tongue



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Ask pupils to read the part of the Father and the part of Samuel (non-bold Italics). Have you ever said something you have then regretted? Something that you said that hurt someone else and wished you could take it back? I wonder if you have heard the saying, "sticks and stones can break my bones, but names will never hurt me." Sometimes this is said if you are feeling sad about something nasty that someone has said to you. It is trying to say that words can't hurt us. But the truth is that words have the power to affect someone for a very long time. A kind word at the right time can make someone feel so much better, and a harsh word at the wrong time can lead to all sorts of trouble. This week we are going to hear from members of a family that was broken apart by the words and actions of the youngest son. We will explore the events that finally brought the family back together.

Father…

"I'm the father of two sons and up until recently everything had been quite normal really. We are quite a close family. The boys used to argue, like boys do, but Samuel, the youngest, had been starting to talk about leaving, he wanted to go and see the world. One day over breakfast he said that he wanted his inheritance now so that he could use it to fund his 'trip'. Joshua, my eldest son, was leaning back on his chair at the time, and Samuel's words nearly made him fall over. I didn't quite know what to do. You see; normally you'd only get your inheritance if your parents had passed on, you know, died. So, we were sitting around the breakfast table with my youngest son asking if I could hurry up and die. I didn't know whether to laugh or cry. Joshua was more offended than I was and walked off. After a couple of days and having talked it through with my wife I decided to split my property between Joshua and Samuel. It wasn't fair to give Samuel his share without giving Joshua what would eventually be his.

Samuel…

"Hi, I'm Sam, but my dad always calls me Samuel. I know that dad has told you that I wanted him dead so that I could

have my inheritance. That's not what I meant. You see, for ages I've wanted to go and see the world. I've grown up in a smallish village and don't get me wrong, it's been a good life, but I'm sort of bored and I want to explore what's out there. I thought that if I waited until dad passed on, then I'd be too old to go and enjoy life, so one morning over breakfast I just said it. I'd been thinking about it, but I just came out "Dad, can I have my inheritance". Joshua got quite angry, but dad took it better that I thought he would. A couple of days later he said he'd give me the inheritance. Have I told you about my trip? It's going to be amazing. I'm going to go and start in the city and do all the things that I've never been able to do here. I've got all that money; I'll be able to do just whatever I want whenever I want to. It's going to be great!"

Samuel's words over the breakfast table began a chain of events that he and his family weren't expecting. The Bible likens the tongue to the bit in a horse's mouth or the rudder of a huge ship, even though they are so small they have a huge impact. Our tongue and our words are small, but the effect they can have is massive. What you say at home and in school is far more powerful than you probably think. You know the phrase 'treat others how you yourself want to be treated', I think we could change that to 'talk to others as you would want them to talk to you'. If you have ever been hurt by the words of others, you will know just how painful it can feel. You will have hopefully experienced how positive words can be too.

Proverbs is a book in the Bible that talks a lot about the power of our words. One proverb states 'Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal' (Proverbs 12:13 GNB). This proverb isn't even talking about the unkind words that we use, just thoughtless ones. I wonder if the writer of this proverb is writing this because he is the one who said something thoughtless or if someone has said something thoughtless to him and he feels the pain of their words. The proverb ends with a reminder that wise or caring and kind words can make things better. Another proverb that reminds us of the positive power of words states: 'Pleasant words are a honeycomb, sweet to the soul and healing to the bones.' (Proverbs 16:24 NIV).

Reflection

We are mindful of the power that words can have, power to help and heal but also the power to hurt and offend. Let us think about what we say before we say them. Let us consider the consequences of our words before we speak them and may we be aware of the feelings of others. May our community be a place of care and kind words.



Activities: Approx. 3-7 years

Feeling Focus – Various
Subsidiary Focus – Forgiveness and Saying Sorry

30.1

- Whilst presenting the assembly 'Taming the tongue' emphasise the various feelings being described. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- What advice would you have given to Sam when he was thinking about asking his father for the inheritance?
- Do you think the father should have been offended?
- Would you have given Sam his inheritance?
- Can you come up with your own saying about the power of words?
- Use the reflection to finish each daily session.

30.2 Sam Leaves Home

- Yesterday we heard from a boy called Sam and his father. Why did Sam want to leave home? What did he say to his dad and why was his brother angry?

  It only feels like yesterday since I left my family home to go and see the world. I rented one of the best apartments I could, enough room to have big parties. The room was on the top of a big apartment block, so we had great views right across the city. I threw some of the best parties, loads of food and drink. I had loads of friends, well that was until all the money ran out. I'd spent it all! It ran out quicker than I thought it would, I had nothing left. To make matters worse, a food shortage spread over the whole country. Food became so expensive that I had to sell most of my belongings just to be able to eat. So now, here I am, thrown out of my apartment with only the clothes on my back. I don't know what to do next.

- If Sam had known that his words were going to lead to this, I wonder if he would have said it at all. His words didn't buy an apartment, and his words didn't spend all his money, but they certainly started it all. Things we say sometimes have consequences that we can't even imagine. I'm sure while he was spending his money he found lots of people who lied by saying they wanted to be his friend, but they deserted him when he was left with nothing.
- How did Sam's words lead to this?
- What advice would you have given to Sam when people came around asking to be his friend?



30.3 Sam Gets A Job

- We left Sam yesterday having spent all his money and not sure what to do next. Let's find out what happened to him.

  I have some good news and some bad news. The good news is I've found work. The bad news is I don't get paid till the end of the week, and I'm really hungry now. I'm feeding pigs and that pig slop looks really yummy. I can't believe I just said that. Well, my brother Josh would be happy if he knew what had happened. I bet he's sitting with mum and dad at the dinner table right now, being served his dinner. Even dad's servants have got more to eat than I have. That's it! I'm going to go back and say to dad that I'm not fit to be his son because I have wronged him and God, but could I be a servant in his home.

- Saying sorry and accepting an apology are two of the most difficult things you can do. A food shortage caused Sam to eventually come to his senses, and he realised that to make things better he needed to apologise to his dad. There was no guarantee that his father was going to accept his apology, but Sam decided to take responsibility for what he had said and done. Like the famine, sometimes it takes a big event to bring us to our senses. We have talked about the consequences of our words before we say them, but sometimes we say and do things that hurt and offend people. Saying sorry, and meaning it is a good way to try and start building a positive relationship again. (Imagine if people said sorry and accepted apologies in many of the TV soaps, they would be very short story lines indeed!)
- How do you feel if someone says something horrible to you?
- Is there anything you need to say sorry to someone for?

30.4 Sam's Welcomed Back

- Yesterday we heard that Sam had found a job, but he was still thinking about going home. He was nervous, because he wasn't sure what to say to his dad. Let's hear from his dad to find out what happened next.

  My wife will tell you that I've never stopped worrying about Samuel, but I think of it more like concern. Nearly every day since the day he left I have stood at our front door and watched the road going out of our village hoping that I'd see Samuel walking back home. Joshua would become very annoyed, and my wife thought I was wasting my time. But I knew he'd come back. When I saw him on the road, I ran to him and hugged him. He looked so upset, he said that as he'd wronged both God and me, he wanted to serve us like those who worked around our house. Instead, I called one of my servants, and I asked him to bring out the best robe and put it on Samuel. That night we had a feast and celebrated Samuel coming back home.

- How many of you expected that? What would you have done if you were Sam's dad? Would you have forgiven him or would you have sent him away? Yesterday we said that saying sorry and accepting an apology are two very difficult things to do. The father knew that forgiving the son was a really important part of having his family back together. Everybody makes mistakes, and an apology will only make things partly better, accepting the apology and forgiving someone is an important skill we need to keep any community together, including families.
- What words are used in an apology?
- Why is sorry sometimes such a difficult word to say?



30.5 Josh Feels Angry

- Can you remember what happened to Sam yesterday? His dad welcomed him back home. Today we are going to hear about what Josh, Sam's brother, thought about his brother coming home.

  It's just not fair, Sam thinks he can say whatever he likes. Sam thinks he can offend dad and then come back, say sorry and think that everything will be alright again. Dad not only forgave him but then put on a big party in his honour. Well, I didn't go. I sat outside frustrated. Dad came out to find out where I was. I said that I could have taken my half of the inheritance and lived it up in the city, but I decided to stay at home and help out around the home; dad had never thrown a party in my honour. Dad then said something that made me think. He said that Sam had been lost. Sam had asked for his inheritance and then left, and dad had been very very sad. So when Sam had come back it was as if our family had been made whole again, Sam was going to be safe at last.

- There were a lot of word's said in this story. Samuel's words over the breakfast table began something that he and his family weren't expecting. Sam thought about the words he was going to use when he said sorry. The dad had to carefully explain the reason he forgave Sam to his eldest son, Joshua. It's easy to say that Sam shouldn't have said what he had said in the first place, and it is really important to think about the consequences of what we say. We should also remember that we live and work in communities, and we all make mistakes. Being quick to say we are sorry, and also being able to forgive others when they say or dot the wrong things is important for the members of any community to get along, including schools and families.
- Think about how words were used in this story.
- Why is it sometimes difficult to say sorry?
- Why is it sometimes difficult to forgive?



31. A Different Happily Ever After – The Prodigal (Lost) Son



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

A few weeks ago, we thought about the story of Joseph. To quickly sum up the story I will give you a word or two and would like a volunteer to create a sentence to sum up a part of the story:

1. Eleven Brothers – Joseph had 11 brothers.
2. Coat – Joesph's dad gave him a special coat.
3. Pit – His brothers were jealous and put him in a pit.
4. Sold – They gave him away and Joseph was taken to Egypt.
5. Potiphar – Joseph worked for a man named Potiphar, a very important person in Egypt.
6. Prison – But Joseph was blamed for something he didn't do and ended up in prison.
7. Dream – Joesph was able to tell people the meaning of their dreams – He explained the dreams of a baker and a butler.
8. Pharaoh – Pharoah had a dream and Joseph was able to explain his dreams.
9. 2nd in command – Joseph was put in charge of Egypt.
10. Happily ever after – Joseph's family moved to Egypt and they were all together again.

We thought about the many troubles Joseph went through before he received his happily ever after. In the story, Joseph didn't have much control over what happened to him. Joseph continued to work hard; he didn't let the past stop him from being positive. Other people saw the positive qualities in Joseph and eventually it ended well for him and his family.

'Happily ever afters' are usually found at the end of stories that end well. Many stories have their ups and downs, their problems and solutions, their struggles and their victories. Most stories end when things have been sorted and life seems to be good. Fairy tales like Snow White and the Seven Dwarfs and Cinderella have a happily ever after. Can anyone remind us of how any of these stories end?

Today we are going to be thinking about how our words and our actions can help us to have happily ever after's. Last week we heard the account of two sons, Josh and Sam, and their father. The story is found in the Bible and is a parable of Jesus. Can anyone tell me what a parable is? Jesus told parables to teach people important lessons, he used them to teach people

about how they should treat each other. Can anyone tell me the meaning of the parable of the prodigal son (the name of the parable) that we focused on last week? We focused on the power of words and how those words can affect the situations we find ourselves in. The Bible compares the tongue to the bit in a horse's mouth or the rudder of a huge ship, even though they are so small they have a huge impact. This week we are going to think about the other lessons we can learn from this parable. To do this, we first need to recap the story.

The Prodigal (Lost) Son

A father had two sons; the youngest son asked if he could have half of all his dad's money. The father was surprised and it made the father sad. The youngest son left home and spent it all in a distant land. The youngest son was surprised when all the money had run out. A famine swept through the land and the youngest son found a job feeding pigs. He decided to go back to his father and ask to become one of his dad's servants, so he set off for home. While he was still a long way off, his father spotted him and ran to meet him and hugged him. The youngest son was surprised. The youngest son explained that he had wronged his dad and was no longer worthy to be called his son, but the father called his servants to bring out the finest robe and sandals. That night they would celebrate the return of his son. The eldest son was surprised about the return of his brother. He was surprised that his dad was so nice to his brother. The eldest son was angry and reminded his dad that he'd not run off with any money, yet he'd never received a meal in his honour. The father reminded the eldest son that the return of the youngest son was a cause for celebration because he now knew his son was safe again.

Let us have a think about the different choices in the story. The first choice the youngest son had was whether or not to ask his dad for the inheritance. Whilst feeding pigs, the youngest son realised that he needed to say sorry to his dad. He had disrespected his father twice. Not only had he taken the money that he should have got when his dad had died, but he'd taken the money that his father had worked hard for and wasted it. Stating that he wished his father was dead and then wasting the money that the father had worked hard for is certainly disrespectful. It was easy to see this mistake after the event, but if the youngest son had thought through his actions and decided not to ask his father for the money, then it wouldn't have been much of a story. It is certainly not right to be disrespectful, but this story recognises that we all make bad choices. We know that the choices of the youngest son and the father gave this story a happy ending. It is important as we look at the various choices in this story to remember that in bad situations we can all make choices to help make it a happy ending or at the very least a happier one.

Reflection

Many happy endings are linked to the choices that we have and the choices of the people around us and we are certainly grateful for happy endings. May we consider others and hope that others consider us in those choices.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Surprise



Subsidiary Focus – Consequences

Optional resources to support this week's theme:

- Printed **Variations of Surprise – Big and Small** or **Variations of Surprise***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

30.1 I See, I Hear

- Whilst presenting the assembly 'A Different Happily Ever After' or the story 'The Prodigal (Lost) Son' emphasise the feelings surprise, sad and anger. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

31.2a I See, I Hear

- Recount the story The Prodigal (Lost) Son.
- There are lots of words that we can use to describe surprise. Explain that there are different ways people show surprise **(see 'Variations of Surprise – Big and Small')**.
- Children copy you acting surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.

31.2b I See, I Hear

- Recount the story The Prodigal (Lost) Son.
- There are lots of words that we can use to describe surprise. Explain that there are different ways people show surprise **(see 'Variations of Surprise')**.
- Children copy you acting surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- Practise the different ways fear could be shown on our faces. **Variations of Surprise** include pictures for amazed, astonished, wonder, shock, unbelievable and puzzled.
- Ask the children to discuss if some types of surprise are more surprising than others?
- Ask the children to discuss ordering the **'Variations of Surprise'** small surprise to big surprise.

31.3a I Feel

- Act out surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- Use the following to describe how we might feel the different types of surprise **(also see 'I Feel Descriptions' and 'Variations of Surprise – Big and Small')**. *Surprise is something that we feel when something happens that we weren't expecting. Like a balloon being popped behind somebodies back and making them jump.*
    - Act out the following with a puzzled voice. Small surprise might feel like you're not sure what is happening around you. You may feel confused like your head and thoughts go a bit fuzzy.
    - Act out the following with an amazed voice. Big surprise might feel like your body has frozen to the spot and your heart beats very fast. For a moment, you're not sure what is going on. Surprise can make you feel happy, sad, anger or scared.

31.3b I Feel

- Act out surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- Use the following to describe how we might feel the different types of surprise **(also see 'I Feel Descriptions' and 'Variations of Surprise')**. *Surprise is something that we feel when something happens that we weren't expecting. Like a balloon being popped behind somebodies back and making them jump.*
    - Act out the following with a puzzled voice. Small surprise might feel like you're not sure what is happening around you. You may feel confused like your head and thoughts go a bit fuzzy.
    - Act out the following with an amazed voice. Big surprise might feel like your body has frozen to the spot and your heart beats very fast. For a moment, you're not sure what is going on. Surprise can make you feel happy, sad, anger or scared.
- Discuss how the 6 variations may feel inside **(see 'Variations of Surprise')**.

31.4a I Understand

- Recount the story The Prodigal (Lost) Son.
- Act out surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- People are surprised by lots of differing things.
    - Imagine a balloon popping behind you and making you jump.
    - You open a present on your birthday and are surprised because you get what you really, really wanted.
    - You try to build a tall tower, but you are surprised when it falls down because you wanted it to be higher.
    - You are surprised why a friend had been mean to you because you haven't done anything wrong.
- In the story:
    - The father was surprised when his son asked for the money.
    - The young son was surprised when his money ran out and when his dad forgave him.
    - The older son was surprised his brother came back and that his dad forgave the younger son.

31.4b I Understand

- Recount the story The Prodigal (Lost) Son.
- Act out surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- People are surprised by lots of differing things.
    - Imagine a balloon popping behind you and making you jump.
    - You open a present on your birthday and are surprised because you get what you really really wanted.
    - You try to build a tall tower, but you are surprised when it falls down because you wanted it to be higher.
    - You are surprised why a friend had been mean to you because you haven't done anything wrong.
- In the story:
    - The father was surprised when his son asked for the money.
    - The young son was surprised when his money ran out and when his dad forgave him.
    - The older son was surprised his brother came back and that his dad forgave the younger son.
- Can the children think of times that they have felt amazed, astonished, wonder, shock, unbelievable and puzzled **(see 'Variations of Surprise')**.

31.5 I Can

- Act out surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- Use a puppet to explain that when they have a big feeling like being surprised a lot, it might leave them feeling confused and it might take a little time to work out what is going on.
- Some calming (distracting) strategies:
    - Imagine a balloon popping behind you, you can't help feeling surprised, but you can do something to calm down afterwards.
    - If what has surprised you is making you angry (somebody saying something horrible), move away from what surprised you.
    - Count to 10.
    - Tell somebody what surprised you.
    - Think about something calm.
    - Try and listen to your heart beating; if you stay still can you make it go slower?
    - Listen, what can you hear around you? Birds, cars, people talking outside.
- Include others that you know or are using.



32. Choose Happiness – Asha and Mandisa



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Asha and Mandisa

Asha and Mandisa are identical twins. They are the same height. They have the same colour hair that they wear in the same way. Their eyes and their noses are in exactly the same place on their faces and their ears are exactly the same size pierced in exactly the same places. They have the same size feet and they grow their nails to exactly the same length and paint them in the same colour nail varnish. They like to wear the same clothes. When you look at them it is almost impossible to know which one is Asha and which one is Mandisa, that is until they speak. It's not because they sound different, if they read a sentence from the same book it is very difficult to tell them apart. It was more to do with what they say.

Asha is a happy girl. She is always ready to take on new challenges. Asha is the first to meet and greet new people in school. She is happy to help in every way she can, often giving up what she is doing to make sure others are happy. Asha is happy being happy. Mandisa is, well, not so happy. She isn't really sad, she's just sort of, not happy. She's not happy about homework, not happy about meeting new people and attempting new tasks. Mandisa sees everything as a difficulty that may or may not be overcome. Mandisa is not even happy about being happy.

Can anyone tell me what the word 'happy' means? We sometimes use the words pleasure and contentment when we think of happy. To be happy feels good. I like feeling happy, and I like it when the people around me are happy too. If I was to ask people what made them happy what do you think they would say? Ask for some suggestions. These are some of the things that people said make them happy.

- Sleeping in a freshly made bed
- Feeling the sun on your face
- People saying thank you
- Laughing till it hurts
- Doing something for others
- Achieving something difficult
- Chocolate
- Pets
- Freshly cut grass
- Fresh snow
- Fridays
- Fresh bread
- New stationary
- Listening to your favourite song
- Working well as a team
- Rainbows

Does any of these make you happy? Can you explain why some of these make you feel happy? But why do they make us feel happy? How can just the smell of fresh bread or looking at a rainbow improve our mood? Sometimes we earn our happiness, for example, we can feel happy if we achieve something that was quite difficult or if we work well as a team and succeed at a particular task. Sometimes we feel happy with the hope that comes from certain situations. Sunshine on our face means it's a lovely day and we can get outside and play. New stationery means that we'll be the first person to write with a new pen on crisp, clean new paper. Happiness also comes from working and living in a community, saying thank you and being polite to each other, helping and working together. We have already mentioned that we can feel happy when we achieve something together as part of a team. We earn happiness, happiness comes from the situations we find ourselves in and it also comes from the words and actions of others.

We often think of happiness as a feeling or emotion we feel, like laughing after a joke or the feeling we have after watching a funny film but happiness can be about how we think about a difficult problem or how we react or feel when something bad happens to us. The meaning of the word happiness includes the word 'contentment', can anyone tell me what being content means? Content can mean 'peaceful happiness'. Being content is as much a part of happiness as laughing out loud at a film or a funny joke. Happiness is not something that just happens to us, it is something that we can improve. Even Mandisa could be happier if she wanted to be.

Wouldn't it be nice if we could all live happy lives, lives that even though we go through difficult times, we are still able to feel content? The question is, are we able to control our happiness or is it just left to the situations we find ourselves in? It is often said that happiness is a choice. Our attitude is what we feel towards something. A positive attitude can help us to feel happy even in situations that you wouldn't expect to feel happy. If we decide not to enjoy something, it is certain that we won't enjoy it, but if we decide to give it a go you never know, it might make you smile. If you decide not to be happy, then you won't be! The definition of happiness is feeling good and who doesn't want that, and if being happy is a choice then before you let anything get you down, choose happiness.

Mahatma Gandhi was a very wise man from India (who lived for the last half of the 19th century and the first half of the 20th century 1869-1948). He said, "happiness is when what you think, what you say, and what you do are in harmony". This quote by Mahatma Ghandi reminds us that our happiness involves what we think, it includes what we say and it is also about how we act and what we do. I would like my thoughts to be happy, my words to be happy and my actions to be happy. Thankfulness, smiles, our community and acting on good advice can all improve our mood. This week, in our thoughts for the day, we are going to explore how we can improve both our attitudes and our happiness.

Reflection

We are thankful for happy times, for times when we feel good and content. May we choose to be happy today, may we be happy to work and play both individually and as a community.



Activities: Approx. 3-7 years

Focus – Feelings Pit Stop

Preparation – For this week's theme you will need:

- Printed **Body Language Images*** for all eight feelings – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Understanding Descriptions***
- **Variations of ___***
- **Assessing Feelings***

** Included in the Teacher's Guide.*

32.1 I See, I Hear

- Whilst presenting the assembly 'Choose Happiness' or telling the story 'Asha and Mandisa' emphasise the feelings happy and sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

32.2-5

- Many schools undertake one-page profiles for their learners. There are a range of examples, formats, templates and ways schools go about producing these. Some school provide them for all their learners and other school may just focus on the children that require more support. They may involve questions like what makes me happy or what makes me sad. They may identify a child's interests and hobbies. They may even include the trigger points that annoy or disgust a child and interventions that support children when they feel overwhelmed.
- Show the eight **'Body Language Images'**. Describe the body language (see **'Body Language Descriptions'**). Children copy and practise showing the feelings with their bodies.
- Stick the eight **'Body Language Images'** around the room. Randomly choose a feeling, pupils walk to the appropriate card, copying the facial expressions, body language and voices. (This could be turned into a game, last person to show the feeling on their face or in their body sits down until the next go. After one go they can stand up and join in etc…)

Using the example below, you may want to repeat for a range of feelings: Happy, Sad, Anger, Fear, Disgust, Surprise, Shame and Love over the rest of the week.

What makes me happy?

- Demonstrate what happy looks like on your face and in your body. Possibly use **'Body Language Image'** for happy.
- Describe how being happy may feel inside. Possibly use **'I Feel Descriptions'**
- Talk about what can make us happy. Possibly use **'Understanding Happiness Descriptions'**.
- What are the different ways we can feel happy. Possibly use **'Variations of Happy'**.

Children discuss and record what makes them happy. If reviewing a one page profile, do the things that made you happy still make you happy, or could you add new things.

Repeat for the other 7 feelings. Assess a child's understanding of the 7 main feelings that are covered in this programme. See **'Assessing Feelings'** in Teachers' Guide.

I See I Hear	Can a child identify each feeling by seeing and hearing it in stories, in themselves or in others?
I Feel	Does a child recognise how these feelings may be felt inside?
I Understand	Can a child understand the different factors that may cause these feelings in ourselves and in others?
I Can	Does a child have strategies if those feelings become overwhelming or are beginning to negatively impact their behaviour?



33. Hate Something, Change Something — Lucas Hates Litter

This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

The advert mentioned in today's assembly is available on YouTube in a high definition version, around 1m 47s. Please preview any YouTube videos before showing them to pupils.

In 2004, Honda, the company that makes cars, released an advert to promote a new line of diesel engines. The song began, "Can hate be good? Can hate be great? Can hate be something that we don't hate?" The advert went on to explain that Honda hated the way old diesel engines were noisy, rattly, dirty and smelly. The chorus stated: "hate something, change something, make something better." The advert is set in a lovely environment with trees, flowers, green hills, lakes, swans, deer and rainbows. At various points in the advert, different animals 'remove' or destroy old car engines. Finally, the new diesel car engine is introduced and the animals welcome the new clean, less dirty diesel engine into their nice environment. (If you are going to show the video clip, show it now.)

It is a very clever advert. What is the advert suggesting we should hate? The advert suggested that Honda hated the old diesel engines so much that it motivated them to design and create a new one that was cleaner and quieter, one that was better for the environment. Can anyone define the word 'motivation'? Motivation is the reason for acting in a particular way. In this advert, Honda was motivated to change the diesel engine because of their hatred of the old engines.

Hatred is a very strong word, and we often say at school that we probably hate the word hate (See what I did there!). The word hate means a strong dislike. A strong dislike of something can make us act in certain ways, for example, a strong dislike of spiders may result in screams, pointing and shouting, an extreme dislike of heights may cause your stomach to turn and you to hold onto anyone or anything around you. Would you eat foods that you strongly dislike? Can anyone give me an example of something people may dislike strongly and the reaction it may cause? (Dislike of thunder and lightning; dislike of flying; great dislike of small spaces.) Honda suggests in this advert that hate can lead to change, a strong dislike of something can lead to something better.

The 5th June each year is the United Nations World Environment Day. A time when we are encouraged to think about what we can do to make the environment a better place. Do we dislike the idea of damaging our environment so much that we are prepared to do something about it? Honda suggests that hate is a great way of motivating and changing the way we act. Do you hate the litter on our streets or the mountains of food that are wasted daily, or the amount of clean wasted water when so many people around the world struggle to find clean water?

After the six days of creation, the Bible describes how God created a garden for Adam and Eve to live in. The Bible explains that God took Adam and placed him in this perfect garden 'to work it and take care of it.' A similar story in the Qur'an explains that God taught the names of all the animals to Adam. Whether you believe the stories are true or not, humans do have the ability to care for the world like no other creature on the earth. We humans can make a difference. We can share the world's resources and we can use them wisely to help. We also have the ability to ruin the world if we take care of them badly. We all share the responsibility for the future of this planet.

A small change is better than no change, and small changes can add up to become big changes, big enough to help a whole planet. What is the opposite of doing something? Doing nothing! What is the opposite of changing something? Not changing something. If we don't like litter, the effects of climate change or wasted water but can't be bothered to do anything about them, then maybe it's time that we start to hate something, change something and make something better.

Lucas Hates Litter

Lucas's Grandad was waiting for him at the end of school. On their way home, Lucas told his Grandad all about what he had been learning about on World Environment Day. He'd learned that if lots of people make small changes, they can make a big difference. He was encouraged not to let the tap run with water when he was cleaning his teeth. He'd learned about recycling his metal tins and plastic bottles so they could be turned back in to useful things. He'd also learned that where possible, it is better to reuse and re-fill a water bottle than to buy lots of bottles of water. Lucas had to design a poster to encourage people to do something to help the environment.

They started walking through the park. Lucas began noticing the litter that was on the ground. People had dropped bottles and crisp packets and there seemed to be litter all over the place. He told his Grandad that he hated seeing all this litter. It made him sad to see the litter and angry that people dropped it in the first place. They got to Grandad's house. Grandad reminded Lucas about the poster. Lucas hated the litter so much that he decided to design a poster to remind people to recycle their rubbish and keep the parks safe and tidy. He told his Grandad that he hated seeing the litter that much, that when he went to school he would ask his teacher if there was anything else they could do to clean up their environment.

Reflection

We are thankful for the range of emotions and feelings that help to motivate us and change things for the better. Let us think of those things that we know we need to change and may we find the motivation to make that change.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Disgust



Subsidiary Focus – World Environment Day

Optional resources to support this week's theme:

- Printed **Variations of Disgust – Big and Small** or **Variations of Disgust***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

33.1 I See, I Hear

- Whilst presenting the assembly 'Hate Something, Change Something' or the story 'Lucas Hates Litter' emphasise the feelings disgust, sad and anger. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

33.2a I See, I Hear

- Recount the story Lucas Hates Litter.
- There are lots of words that we can use to describe disgust. Explain that there are different ways people show their disgust **(see 'Variations of Disgust – Big and Small')**.
- Children copy you acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.

33.2b I See, I Hear

- Recount the story Lucas Hates Litter.
- There are lots of words that we can use to describe disgust. Explain that there are different ways people show fear **(see 'Variations of Disgust')**.
- Children copy you acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Practise the different ways fear could be shown on our faces. **Variations of Disgust** include pictures for yucky, unpleasant, not nice, dislike, hate and repulsion.
- Ask the children to discuss if some types of disgust are more disgusting than others?
- Ask the children to discuss ordering the **'Variations of Disgust'** small disgust to big disgust.

33.3a I Feel

- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Use the following to describe how we might feel the different types of disgust **(also see 'I Feel Descriptions' and 'Variations of Disgust – Big and Small')**. *Disgust is something we feel when our body says we don't like that.*
    - Act out the following with a small dislike in your voice. Small disgust might feel like you're not sure if you like something. You might not want to touch, taste, see, hear or smell it.
    - Act out the following with a repulsed voice. Big disgust might feel like your body wants to be sick and you want to get away from it. Big disgust might also make you feel sad or angry.

33.3b I Feel

- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Use the following to describe how we might feel the different types of surprise **(also see 'I Feel Descriptions' and 'Variations of Disgust')**. *Disgust is something we feel when our body says we don't like that.*
    - Act out the following with a small dislike in your voice. Small disgust might feel like you're not sure if you like something. You might not want to touch, taste, see, hear or smell it.
    - Act out the following with a repulsed voice. Big disgust might feel like your body wants to be sick and you want to get away from it. Big disgust might also make you feel angry.
- Discuss how the 6 variations may feel inside (see **'Variations of Disgust**).

33.4a I Understand

- Recount the story Lucas Hates Litter.
- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- People are disgusted by lots of differing things.
    - We can often find different types of food disgusting. What types of food do you think are disgusting?
        - Fish, brussels sprouts, broccoli, cauliflower, eggs, spinach, water?
    - People don't like lots of things, we might find we don't like things other people say or do. We might not like certain animals like slugs or worms.
    - How do you feel if someone doesn't like something that you do, like tapping?
    - Lucas hated the litter he saw in his park. He hated it so much that he wanted to do something about it.
- Children act out disgust, surprise, love, fear, anger, sad and happy growing and shrinking with or to a partner.

33.4b I Understand

- Recount the story Lucas Hates Litter.
- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- People are disgusted by lots of differing things.
    - We can often find different types of food disgusting. What types of food do you think are disgusting?
        - Fish, brussels sprouts, broccoli, cauliflower, eggs, spinach, water?
    - People don't like lots of things, we might find we don't like things other people say or do. We might not like certain animals like slugs or worms.
    - Lucas hated the litter he saw in his park. He hated it so much that he wanted to do something about it.
    - How do you feel if someone doesn't like something that you do, like tapping?
- Can the children think of times that they have felt the different variations of disgust. Yucky, unpleasant, not nice, dislike, hate and repulsion **(see 'Variations of Disgust')**.
- Children act out disgust, surprise, love, fear, anger, sad and happy growing and shrinking with or to a partner.



33.5 I Can

- Act out acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Using a puppet, explain to the children that you hate broccoli and cauliflower but know that they are very healthy and you really want to be able to eat them. Ask the children for advice on how they could overcome their disgust of healthy foods.
    - Try foods you don't like a little bit at a time and often.
    - Eat it before eating something you do like.
    - Talk about what you don't like about it with people who like it.
    - Think about how healthy it will make you.
- Using a puppet, explain how Lucas felt when he saw the litter. Ask the children what could he do with his feeling of hatred of litter.
    - Not to drop litter himself.
    - Encourage others not to drop litter.
    - See if they can organise a litter pick (research how to do it safely).



34. Sustainable Development – Lucas and the Litter Bug



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

An attitude is a way we think or feel about something before we are told what to think or feel about it. So for example, what is your attitude to sweets? What is the attitude of your teachers, parents or guardians to sweets? I think all children know that sweets are not good for them. Sweets are high in sugar, and they rot teeth, but still some children would eat them all day if they could. A person's attitude will be seen in the way they behave. This week we are going to be thinking about sustainable development. Sustainable development is an important term that is used when talking and thinking about the issues concerning our attitude towards the environment. Sustainable development means that as we continue to live on this planet, we don't damage it in the process. Our attitude is important as to whether we will live lives that help with this or not. If we truly believe that our actions can affect the planet either for good or bad, and if we really want to improve things for the Earth, then it will be seen in what we do.

Throughout history, there have been many different attitudes as to whether or not we should look after our planet. If you listen to the news or search the internet for this issue, you will still be able to find various views around today. We are going to hear some of those attitudes now. As you listen to each statement, I want you to think, "If I had this attitude, would I want to look after the planet or not?"

Ask pupils to read the following statements:*

- **Owner:** "No one should be telling me how I should treat planet Earth! This bit's mine anyway! If other people want to look after the bit they are on, or they own, then so be it, but as for the bit I'm on, I'll treat it any way I want."
- **Money:** "I make money from selling oil. If we stop finding it and selling it then my country will not have the money to support its people, then we will starve and struggle. I understand the arguments about the environment, but what's the point of protecting a future if we can't live now."
- **Home:** "At the moment this planet is the only one we've got. If we don't look after it or fix the problems when they start, then we are going to find that not only do we ruin the planet, but we also lose our home."
- **Dependent on:** "We need the resources that are created or found on this planet. Clean water, food and a climate that is just right for our needs are so important.

If we ruin that, the earth will live on, but many humans might not!"

- **Alive:** "The Earth sorts out her problems eventually, we've got to be careful we don't make her angry. Otherwise, she might use these storms and natural disasters to teach us a lesson. I just hope we're listening and make the right choices."
- **Managers:** "We have an important role on planet Earth, with our intellect we can either help or ruin the Earth. We need to manage the resources on the planet to feed everyone fairly. The earth is here to ensure that we all have what we need."
- **Conquerors:** "We may not be the strongest but we are at the top of the food chain. We should use the resources when we find them. This earth is here to ensure that we have all we want. We've found solutions to all our problems in the past, of course we'll find solutions in the future."
- **Equal partners:** "We are just another creature on planet Earth. As eagles don't own the sky, humans can't own the Earth. We are part of the circle of life and as such must accept our position as equals."

These eight attitudes will have an effect on the actions of those that believe them. This week we are going to think about these beliefs and consider which ones will help us when thinking about and supporting sustainable development. In this school, we believe that we should all try to live in a way that doesn't damage the planet. But we need to ask ourselves the question, "Do we need to change our attitude before we can help to change the world?"

- Which attitudes will lead people to help the planet?
- Which attitudes will lead people to damage the Earth?
- Which of the attitudes do you agree with?
- Do you need to change your attitude before you can help to protect the world?

Lucas and the Litter Bug

Lucas had created his poster encouraging others to put their litter in the bin. Don't be a Litter Bug it said in big letters. He was really proud of it. His teacher asked the class how things like litter made them feel. There were lots of different answers. Some children said that it made them feel sad others said it made them feel angry. One child said they were worried about what might happen in the future. Lucas asked the teacher if they could put some of the posters in the park because there was so much litter there.

At break time, Lucas' teacher asked him look after a new girl that had just started the school. Lucas walked around the playground talking to her. She took a yogurt tube from her pocket and squeezed the yogurt into her mouth. Then, much to Lucas' disgust, she dropped the wrapper on the floor. Lucas could feel his chest getting tighter, he was starting to get angry. He thought about his teacher asking him to look after this new girl, he counted to 10 and it calmed him down. Lucas decided to tell her about how the litter was damaging the planet and how it makes him sad and a bit angry. He told her that he thought the planet was sad and a bit angry with humans too. The new girl started to look a bit guilty. She picked up the wrapper and took it to the bin. "I'll never drop litter again, I don't want to be a litter bug," she said.



Reflection

We are aware that our attitudes affect the way we behave. Let us have the right attitude as we think about sustainable development. An attitude that will help us to make the right choices, choices that will help to protect and ensure that the resources on the Earth continue for generations to come.

Sustainable Development adapted from 'Preaching and Practice,' Phil Lord. © CAA, Aberystwyth University 2015.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Sad. Anger and Fear



Subsidiary Focus – World Environment Day

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for sad, anger and fear
- Printed **Body Language Images*** for sad, anger and fear
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

34.1 I See, I Hear

- Whilst presenting the assembly 'Sustainable Development' or the story 'Lucas and the Litter Bug' emphasise the feelings disgust, sad and anger. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

34.2a I See, I Hear

- Recount the story of Lucas and the Litter Bug by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings, sad, anger and fear. Ask the children to act out the relevant facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Ask the children to act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

34.2b

- How will these beliefs affect a person's attitude towards how they look after the planet?
- **Owner:** "No one should be telling me how I should treat planet Earth! This bit's mine anyway! If other people want to look after the bit they are on, or they own, then so be it, but as for the bit I'm on, I'll treat it any way I want."
- **Home:** "At the moment this planet is the only one we've got. If we don't look after it or fix the problems when they start, then we are going to find that not only do we ruin the planet, but we also lose our home."

34.3a I Feel

- Recount the story of Lucas and the Litter Bug.
- Use the following and ask the children to describe how Lucas may have felt inside when he was happy, sad and angry **(also see 'I Feel Descriptions')**.
    - Sad – whilst acting out a sad face describe in a sad voice that Lucas felt disappointed, he would sigh and his belly would feel a bit empty. He didn't want to cry, but he was a little bit sad.
    - Anger – whilst acting out an angry face describe in an angry voice that Lucas many have felt hot inside, his heart began beating faster in his chest, his arms and legs may have felt heavy and he had a funny feeling in his tummy.

34.3b

- How will these beliefs affect a person's attitude towards how they look after the planet?
- **Money:** "I make money from selling oil. If we stop finding it and selling it then my country will not have the money to support its people, then we will starve and struggle. I understand the arguments about the environment, but what's the point of protecting a future if we can't live now."
- **Dependent on:** "We need the resources that are created or found on this planet. Clean water, food and a climate that is just right for our needs are so important. If we ruin that, the earth will live on, but many humans might not!"

34.4a I Understand

- Recount the story of Lucas and the Litter Bug.
- Explain why the different characters felt proud, sad, angry, guilty
    - Proud – Lucas was pleased with his poster and he liked it when people said nice things about it.
    - Sad – The children were sad with the litter they saw around their community.
    - Angry – The children were angry that people could drop litter without thinking about other people or the environment.
    - Guilty – The new girl felt guilty when Lucas told her about how litter made him feel.

34.4b

- How will these beliefs affect a person's attitude towards how they look after the planet?
- **Managers:** "We have an important role on planet Earth, with our intellect we can either help or ruin the Earth. We need to manage the resources on the planet to feed everyone fairly. The earth is here to ensure that we all have what we need."
- **Conquerors:** "We may not be the strongest and we are at the top of the food chain. We should use the resources when we find them. This earth is here to ensure that we have all we want. We've found solutions to all our problems in the past, of course we'll find solutions in the future."

34.5a I Can

- Act out happy, sad, anger, fear and being guilty growing from a small feeling to a big feeling and shrinking back to a small feeling.
- Use a puppet to explain each of the feelings above and ask the children if they can remember any calming strategies if the feelings become too big.
- Explain that Lucas started to get angry when the new girl dropped litter, but he described how it made him feel and she picked up the litter.

34.5b

- How will these beliefs affect a person's attitude towards how they look after the planet?
- **Equal partners:** "We are just another creature on planet Earth. As eagles don't own the sky, humans can't own the Earth. We are part of the circle of life and as such must accept our position as equals."
- **Alive:** "The Earth sorts out her problems eventually, we've got to be careful we don't make her angry. Otherwise, she might use these storms and natural disasters to teach us a lesson. I just hope we're listening and make the right choices."
- This week we have looked at a range of attitudes about our relationship with planet Earth. The attitudes we have will affect our actions and our choices. Do we need to change our attitude before we can help to change the world?



35. Then There was Hope: Changes – Thomas Starts a New School



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Thomas' story is based on my experience starting to teach in my first school, the spring made things feel better after an exhausting first term, please share with the pupils if you have had a similar experience. If you used the assembly theme 14 'shed a little light' you might want to refer to it this week, some references will be repeated and reinforced.

Can anyone tell me what the word 'hope' means? One definition of the word hope is 'wanting something (usually good) to happen'. Other words that we can use when we think about hope are desire, wish, expect, promise, yearn, crave, longing, belief, aspire. Have you heard of the saying, 'light at the end of the tunnel'? What does it mean? Do you know of any other sayings about hope?

- Light at the end of the tunnel.
- Every cloud has a silver lining.
- See the glass half full instead of half empty.
- A glimmer of hope,
- A ray of hope or a ray of light.
- Keep your hopes up.
- Hope springs eternal.
- Hope for the best.
- Cross your fingers or keep your fingers crossed.

We are going to hear a story about a boy called Thomas. As you listen, I want you to think about how Thomas is feeling during the various parts of the story. I want you to think about how 'hopeful' Thomas is.

Thomas' School Year

There was once a boy who started at a new school. Thomas really enjoyed his old school and if it wasn't for his dad's promotion at work, Thomas and his mum and dad wouldn't have needed to move. Thomas had left his friends and grandparents, uncles, aunties and cousins to live in a new town and start at a new school. Thomas started just before Christmas. It was difficult to fit in, trying to make friends with new children was hard and the work was even harder. Thomas was missing his family and friends. To make things worse winter was here, each day was dark and dreary. His mum kept going on about looking forward to spring and how she hated the long nights and the short amount of light during the day. Thomas arrived at school whilst it was still dark and

with the grey skies, his mum's words didn't help.

Thomas' parents thought the school looked old but posh with its arched windows, high ceilings and ivy growing wherever it could. To Thomas, the old school looked cold and uninviting. Winter came and went and the promise of summer along with Thomas making friends made Thomas feel better. He was being accepted into his new community. One day during the summer, Thomas arrived in front of the school entrance. The large doors, which were surrounded by the green ivy, looked open and welcoming. Thomas looked forward to his day. His lessons seemed so much easier to face than it did when he started back before Christmas. He knew it wasn't just the sunshine and warmth that made the school more inviting, but it helped.

Before I started the story, I asked you to think about how Thomas would have been feeling during the various parts of the story. How did he feel when he started his new school? Why? How did he feel during the winter term? Why? How did he feel during the summer term? Why? What had changed?

The Bible describes the life of a man called Job (pronounced Jobe). Lots of bad things happened to Job. When he talks to his friends he uses the word dark, darkness and light over fifty times whilst explaining how he is feeling. Early on in his troubles, Job was so upset that he described his life as like living in the land of the deepest night where even light is like darkness. Later on, Job is hopeful, he asks in what direction is the light (he's not actually looking for light but for a way out of his troubles) he also asks where does darkness live, so that he can keep out of its way and to avoid the bad things happening to him again. Hope is important in our lives, hope gives people encouragement and comfort. Hope is the feeling we have when we want and wait for a good thing to happen. We can hope for good things in our lives, and we can hope for good things to happen to the group we are in. It is very important that we live with hope, hope for ourselves and hope for our communities. Most teachers and adults would have told Thomas that although he was feeling lonely and sad starting his new school, in just a few months he would have new friends and that he would have settled in. It is difficult to be hopeful in dark times, but hope is like a little ray of light that can make a big difference to how we feel.

Reflection

We are thankful for the power of hope, that it can lighten our lives and the lives of others. May we try and focus on the good in our lives and help those around us to do the same.



Activities a: Approx. 3-5 years	Activities b: Approx. 5-7 years

Feeling Focus – Variations of Sad



Subsidiary Focus – Hope

Optional resources to support this week's theme:

- Printed **Variations of Sad – Big and Small** or **Variations of Sad***
- **I Feel Descriptions***
- Balloon
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

35.1 I See, I Hear

- Whilst presenting the assembly 'Then There Was Hope' or the story 'Thomas Starts a New School' emphasise the feeling sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

35.2a I See, I Hear

- Recount the story Thomas Starts a New School.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness **(see 'Variations of Sad – Big and Small')**.
- Children act sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.

35.2b I See, I Hear

- Recount the story Thomas Starts a New School.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness **(see 'Variations of Sad')**.
- Children act sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Practise the different ways sadness could be shown on our faces. **Variations of Sad** include pictures for unhappy, upset, glum, distressed, miserable and gloomy.
- Ask the children to discuss if some types of sad are sadder than others?
- Ask the children to discuss ordering the **'Variations of Sad'** small sad to big sad.

35.3a I Feel

- Act out sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Use the following to describe how we might feel the different types of sadness **(also see 'I Feel Descriptions' and 'Variations of Sad – Big and Small')**. *(Blow up a balloon a little whilst describing what small sad feels like then blow it up a lot when describing what big sad feels like.)*
  - Act out the following with a sad unhappy voice. Small sad might feel like your body is a bit heavy, it feels empty and your mouth doesn't want to smile. You don't want to do anything.
  - Act out the following with a distressed voice. Big sad might feel you are losing control of your body, you feel like crying, you might feel like you don't know what to do. All you can think about is being distressed. It's hard to think about anything else.
- How sad did Thomas feel in the story?

35.3b I Feel

- Act out sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Use the following to describe how we might feel the different types of sadness **(also see 'I Feel Descriptions' and 'Variations of Sad')**. *(Blow up a balloon a little whilst describing what small sad feels like then blow it up a lot when describing what big sad feels like.)*
  - Act out the following with a sad unhappy voice. Small sad might feel like your body is a bit heavy, it feels empty and your mouth doesn't want to smile. You don't want to do anything.
  - Act out the following with a distressed voice. Big sad might feel you are losing control of your body, you feel like crying, you might feel like you don't know what to do. All you can think about is being distressed. It's hard to think about anything else.
- Discuss how the 6 variations may feel inside **(see 'Variations of Sad')**.
- How sad did Thomas feel in the story?

35.4a I Understand

- Recount the story Thomas Starts a New School.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Sometimes we can feel sad if the other people around us are sad. We might feel sad if we are missing our friends or family. We may feel sad if we lose something.
- In the story, Thomas missed his family and friends and it made him feel sad. The dark, gloomy and cold weather made him feel sad too.

35.4b I Understand

- Recount the story Thomas Starts a New School.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Sometimes we can feel sad if the other people around us are sad. We might feel sad if we are missing our friends or family. We may feel sad if we lose something.
- What made Thomas sad?
- Can the children think of times that they have felt unhappy, upset, glum, distressed, miserable and gloomy **(see 'Variations of Sad')**.



35.5 I Can

- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Use a puppet to explain that looking forward to something can really help us when we are feeling sad. What could we say to Thomas when he is feeling sad? We could tell him that he will probably settle into his new school and make new friends. We could tell him that he has the nice weather to look forward to.
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are distressed.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Move away from the things that are making you distressed.
  - Imagine a balloon big and round, imagine someone letting out some of the air, like the balloon imagine your distress getting smaller and smaller.
- Include other calming or distraction techniques that you or the children already know.



36. Learning from Nature – The Ant and the Grasshopper



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Does anyone like to watch natural history programmes? They are the ones that show the lives of different animals from around the world. The programmes usually have amazing scenery, following a polar bear family through huge sheets of ice in the North Pole or a pride of lions on an African plain. There is so much to learn about the world around us. I'm going to give you one fact about a particular animal, see if you can tell me what creature it is:

It has really good eyesight and can see much better in the dark than we can – Owl.

Can run at approximately 110kph (75mph) – Cheetah.

Creates a thread (like string) stronger than threads made by humans – Spiders.

A type of bird that can fly very high – Eagle.

A very strong beetle that can push 1000 times its own body weight – Dung Beetle.

Most of us like interesting facts about nature, but have you ever stopped to take time and look at the nature around us? Whether we live in towns, cities or the countryside, animals and plants are all around us. But to notice what is going on around us we sometimes have to stop and look. Have you ever looked up on a clear night and seen the endless amount of stars that are in the sky, what does it make you think? The stars can remind us that the world is an incredible place to live. It is one thing to learn facts about nature, but what can we learn from nature. What is the difference between learning 'about' something and learning 'from' something?

If we learn 'about' something, we learn facts about it. For example, if I am finding out what happens in another country, I might learn what the people who live there eat or believe or what they do at different times of the year. If I learn 'from', then I might try some new food, I might compare what they believe to what I believe. I might try a new way of dancing. We know a lot 'about' the world around us. But we can also learn from nature as well. Learning from nature can help to change our lives for the better.

Take the humble spider, scientists are keen to learn about the spider's web. The silk line that spiders make to create their webs is both strong and yet flexible like a rope. Scientists are learning about different types of spiders' webs in the hope to create thinner, longer and stronger threads. It isn't only scientists that can learn from spiders. There are websites on what we all can

learn from spiders, from trying hard and not giving up (resilience) through to how we plan and solve problems. In one of our assemblies, we heard a tale of the Scottish King, Robert the Bruce, who may have been inspired by a spider while hiding in a cave.

Nature provides us with the food that we eat and the materials that we use to make lots of things. Many people have understood that if we take the example of the natural world around us, it can help us and our communities to create better places to live in. One proverb in the Bible written a very long time ago reads: "There are four animals in the world that are small, but very, very clever. Ants: they are weak, but they store up their food in the summer. Rock badgers: they are not strong either, but they make their homes among the rocks. Locusts: they have no king, but they move in formation. Lizards: you can hold one in your hand, but you can find them in palaces." (Proverbs 30:24-28, GNB)

What do you think the writer is trying to say when he writes the four animals are small, but are very, very clever? I wonder if he is suggesting that even though they are small and often overlooked and ignored, there is still a lot we can learn from them. Ants prepare when things are going well to help them when the winter storms come. The rock badger is an animal that shouldn't be judged by the way it looks. It is about the size of a badger and looks like a guinea pig and although it is small it is strong enough to live in a difficult, rocky land. One locust on its own is pretty harmless, but when they work together, they can eat every plant in their path with unbelievable results. The desert locust form plagues that can ruin a farmer's entire crop. The small locusts working together can cause a natural disaster. Finally, lizards are very common and found all over the world in different shapes, sizes and colours. I wonder if the writer is suggesting that, no matter what size, shape or colour we are, we are all important. Maybe they are suggesting that matter who we are, we should remember that we are not better or worse than those around us (maybe we are just different).

The Ant and the Grasshopper – An Aesop Fable

The lesson from the Ant is told in another very old story called the Ant and the Grasshopper. Once upon a time there was an Ant. The Ant, like all her brothers and sisters was a hard worker, she would walk a long way from her nest looking for food to take back to her colony. On one hot summers day she came across a Grasshopper. He was sitting and enjoying the sunshine. The Grasshopper asked the Ant to stop a while and chat with him. She told him that she couldn't stop because she was collecting food to be stored away for winter. The Ant suggested that the Grasshopper did the same. The Grasshopper refused, instead saying that there was plenty of food around at the moment, and he wanted to enjoy the sunshine as it wouldn't be around for very long. Summer faded and winter came, the Grasshopper was hungry and struggled to find enough to eat while the Ant's nest was full of food.

Over the course of this week, we are going to continue to think about the lessons that we can learn from these four animals and how they could improve our own lives and the life of our community.



Reflection

We are thankful for the natural world, both for the interesting facts that we can learn about it and the lessons we can learn from it. May we always be reminded to respect the nature around us and may its example help us to improve the world in which we live.

Activities: Approx. 3-7 years

Focus – Learning from Nature
Subsidiary Focus – Preparation, Resilience, Teamwork and Equity/Equality

36.1 I See, I Hear

- Whilst presenting the assembly 'Learning from Nature' or the story 'The Ant and the Grasshopper' emphasise the feeling sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

36.2 The Ant

- Can anyone remember the theme of yesterday's assembly? We were thinking about what we can learn from nature. The Bible explains what we can learn from the example of four small creatures. The Bible describes these creatures as very, very clever. The first is the ant, 'Ants; the Bible says, 'are weak, but they store up their food in the summer.' (Proverbs 30:24 GNB) So what we can learn from ants? Act out being an ant collecting food. Many species of ant collect food throughout the summer so that they can feed their larvae throughout the winter. It is a simple lesson, but an important one. Those who prepare will find life easier than those who don't. We can prepare for lots of different things. You can prepare for the school day by packing your bag the night before, you could collect the information for your research before you actually write it or you might make sure you have all the ingredients in the kitchen before you start making the cake. Whatever the activity, we can all learn from the ant.
- How do you think the ant feels collecting food on a hot summer's day?
- How do you think the ant feels eating the food on a cold winter's day?

36.3 The Rock Badger

- Today's animal is the Rock Badger. The proverb states that the rock badger isn't very strong but is able to live amongst the rocks. Even though they are so small and weak looking, they live in places that seem no creature of its type could live. There are a couple of things we could learn from the rock badger. The first lesson is one that you will have heard many times before, don't judge a person or animal by what they look like. The second lesson is less obvious, many times we don't try something, or if we do start it, we give up because we think we aren't going to be able to do it. If the rock badger were to look in the mirror and say I'm too small and weak to live in amongst the rocks, then we'd have to change its name to warm and cuddly badger or soft and fluffy badger. They are called the rock badger because they are strong and tough enough to live amongst the rocks. If we persevere at something that we find difficult and see it through to the end, if we don't give up, often we will find that we are strong enough and tough enough too.
- How do you think the rock badger feels living amongst the desert rocks?
- How do you feel when you find something really difficult?



36.4 The Locust

- The third creature that is considered as very, very clever is the locust. Act out a locust hopping around from plant to plant eating the leaves. The proverb states that even though they have no king, 'they move in formation'. Locusts are small creatures. They can be found in most countries in the world. Sometimes they live on their own, but they are known for what they do when they get together. The Bible uses the phrase 'they move in formation' which is a different way of saying they work well together. One locust on its own is pretty harmless, but when they work together, they can eat every plant in their path with unbelievable results. The desert locust cause plagues that can ruin farmers' entire crop, it's no wonder that they can cause a natural disaster. The Bible calls locusts very clever because even though they don't seem to have a leader, they are still able to work together. Often in school, we are encouraged or even told to work together by a teacher or someone else. If we know that we can achieve more by working with others than just working on our own, then we should be able to work well with those around us whether or not we are told to. Working together is a wise thing to do.
- How do you think a locust feels when it is working well with other locusts?
- How do you feel when you work well with others?

36.5 The Lizard

- The final animal that we are going to look at is the lizard. Can you move like a lizard (show a video of a small lizard walking and running). The proverb says you can hold a lizard in your hand, but you can find them in palaces. There are thousands of different species of lizard, and they can be found all over the world. They come in all different sizes and colours. The Jaragura lizard is only 16 millimetres long, while the Komodo dragon can grow up to three meters. The chameleon can change its colour to match its surroundings. Although they can be found almost anywhere in the world, they are most common in hot countries. There are a couple of things we can learn from the lizard. Whether you find a lizard in your hand or in a palace, they are both lizards. We believe that we are equal. We should try to ensure that we all have the same choices and chances as everyone else. The second is if you find yourself with an important job or responsibility, in or outside of school, you shouldn't boast about it, a lizard is a lizard whether it is in a palace or in your hand.
- Are there other animals that we can learn from?

37. Keep Calm and Carry On



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

If you were going to design a poster to help motivate people, to help them to work hard when times are tough, what would you include? What images and what slogans would you use? (Ask for some volunteer answers) Just before the outbreak of the Second World War, an organisation within the government called the Ministry of Information, designed three posters to encourage the British people if things got really bad. One of these posters stated: "Keep Calm and Carry on', another claimed that if the people could demonstrate courage, cheerfulness and resolution (resolution is similar to the word resilience and means not giving up) then they would win the war. The posters were never actually used and remained in storage throughout the war.

Nowadays, if the government wants to get a message across to everybody, they may put an advert campaign on the television or an add on social media. For example, if they wanted to let us know about an issue to do with our health like obesity, we may see an advert reminding us to eat healthy food and to keep active. The adverts may have a link to a website where you can download some resources or find out more about healthy eating.

Televisions didn't become popular until after the war, so the government used other ways of advertising their messages. Posters were a powerful way of keeping spirits high in times of trouble. They would have thought about the words they used to try and keep people's hopes up in a time of great need. During World War Two the government introduced food rationing, which meant that you could only eat a certain amount of some foods. They also encouraged people to grow their own food. One poster campaign was titled 'Dig for Victory' with a picture of someone's foot on the edge of a spade. As materials were in short supply, posters asked people to collect old metal, paper and bones (yes, bones) as they could be recycled into planes, guns, tanks and ships.

It's hard to imagine today how people in towns and cities across the UK would have felt during World War Two. I suppose that they would have been frustrated that they couldn't do much about the bombing of their big cities, angry about the way others wanted to take over their country and



scared for their lives or the safety of others in their family. The posters of World War Two encouraged action, gave good advice, but most of all tried to keep hope alive. Posters encouraged them by stating that the war would eventually be over and that they would win it. It's hard to know how much of an impact the posters had, but it would be interesting to know if we could have won the war without them.

What do we mean when we say, keep calm or calm down? What is keeping calm, how do we calm down? What are you expecting someone to do when you say 'keep calm'? What is the opposite of keeping calm? Imagine if we had a fire here at school. The fire alarm went off and one of the teachers said, "Don't keep calm, run around, panic and try to find your own way to safety." What would happen? Is that the safe way of getting everyone out of the building safely? If then I said, in amongst the chaos, calm down, everybody line up and follow *(name a responsible teacher)* to the nearest fire exit, you still might feel panic inside, but at least I could ensure we all make it outside safely. Calming down and keeping calm may not put the fire out, but at least it can help us to find our way to safety.

During the war, it must have been difficult not to let frustrations and feelings of anger stop people from going about their daily lives and helping with the war effort. Today in the UK, we don't live with the constant fear of bombing or invasion, but we all still battle with feelings of frustration and anger. The slogan 'Keep calm' is an important slogan no matter when we live. During this week's active reflections, we are going to think about how we can keep calm and overcome our own overwhelming feelings.

Reflection

We think about the feelings that people living in areas of war must have, feelings of frustration, fear and anger. Remembering bad times should motivate us to work hard for peace wherever we are. We think of areas around the world that are at war and hope that the fighting would come to an end. May we also work to bring peace into our own lives, and the lives of our family and friends.



Activities: Approx. 3-7 years

Focus – Calm and Peaceful
Subsidiary Focus – Timeout Strategies

Preparation

- 1 minute countdown timer (e.g. sand timer).

37.1 I See, I Hear

- Whilst presenting the assembly 'Keep Calm and Carry On'. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what the feelings expressed in the assembly may look like and how they may sound.
- Use the reflection to finish each daily session.

37.2-5 I Feel and I Can

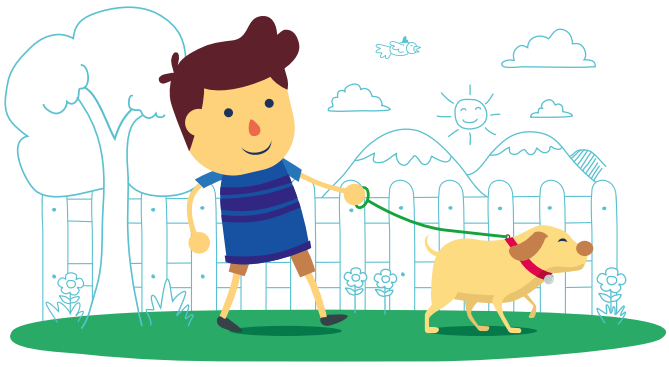
- The active reflections this week will allow children to practise being silent by taking a time out. Each day you may want to focus on a different 'how to' from the list, or you could project the list and allow the pupils to choose. For younger children act them out for 30 seconds then ask the children to talk about what they just did. It is understood that this will be difficult for some children, but it is a skill that we all will benefit from. You may want to use a peaceful scene to focus on.
    - A timeout can help us to be quiet. Use a 1-minute countdown timer or sand timer. Can we all be quiet for 1 minute? What did you hear in that 1 minute? Did you still have lots of thoughts in your head whilst we were quiet? *Ask another adult to tell you what they were thinking about in the minutes silence.*
    - A time out can help us feel calm. Can you sit quietly and take 5 deep breaths – breathe in for 3 seconds then breathe out for 3 seconds (repeat 5 times). What were you thinking about during the 5 deep breaths? I was thinking about my breathing, all the other things I was thinking about had to stop whilst I was thinking about my breathing.
    - Sit really quietly and try and listen for your heart beating (possibly demonstrate what it might sound like e,g, YouTube with the sound only).
    - Use your forefinger on one hand and touch the middle of your other hand. Think about how it feels. Can you describe it to someone else.
    - Imagine you're sitting next to a stream of water, what can you hear and what can you see? Play a video of a flowing stream and describe what the sound of the running water sounds like to someone else.
    - Close your eyes and think about somewhere peaceful and calm. Describe what you are thinking to someone else.
    - Use the Makaton or British Sign Language (BSL) signs for peace and quiet. Does the sign for peace help you to think about being quiet?
    - Use the Makaton or British Sign Language (BSL) signs for calm. Does the sign for calm help us to imagine how it feels inside when we are calm?

37 I Understand (Extra)

- *Practise a normal fire alarm drill. Talk through why it is important that everybody is calm and leaves the classroom safely.*
- Imagine if we had a fire here at school. The fire alarm went off and one of the teachers said, "Don't keep calm, run around, panic and try to find your own way to safety." What would happen? Is that the safe way of getting everyone out of the building safely? If then I said, in amongst the chaos, calm down, everybody line up and (*follow name a responsible teacher*) to the nearest fire exit, you still might feel panic inside, but at least I could ensure we all make it outside safely. Calming down and keeping calm may not put the fire out, but at least it can help us to find our way to safety.
- What do we mean when we say, keep calm or calm down? What is keeping calm, how do we calm down? What are you expecting someone to do when you say 'keep calm'? What is the opposite of keeping calm?



38. Well–Being



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in blue. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Does anyone know what the term well-being means? It is a phrase that you might hear on the television or in school. There are adverts that tell us that certain products or foods can help to improve our well-being. But do you know what your well-being is? Do you know how to improve it? Today we are going to think about the term well-being. We will think about and discuss the various things that we can do to help improve it. It can be quite a difficult thing to understand, but if we know what it is then we can do something to help our well-being and the well-being of others.

Firstly, we need to know what well-being is. The dictionary gives the meaning of well-being as being healthy and happy. Can some of you tell me what it means to be healthy? What things make you happy? Can anyone tell me what the letters in PE mean? The P stands for physical and describes the types of skills that we focus on in PE. We can also talk about physical well-being. We have already agreed that staying healthy involves exercise and eating the right sorts of foods. Both of these will help us with our physical well-being.

Well-being linked to our happiness is a little more difficult to explain. Often we think of happiness as something that we feel at one particular moment, like laughing at a funny joke or the feeling we get when we're given a present that we really wanted. But our well-being is much bigger than that. One bit of exercise or one bit of fruit doesn't mean that we are healthy. For our physical well-being to be good we need lots of exercise and a balanced diet. It is similar with the well-being linked to our happiness. Contentment and satisfaction are great words when trying to describe the well-being linked to our happiness. Can anyone tell me what contentment and satisfaction means? Are you a content person? Are you a satisfied person?

Well-being isn't a new thing. People have been concerned with health, happiness and contentment for thousands of years. It is obvious that our actions can improve our physical well-being, but people throughout history have understood that our own actions can not only improve our happiness, but they also understood that our actions can ruin our well-being. Many religious books provide advice on how to improve our well-being. In a book of wisdom, found in the Bible, it describes the link between our actions and our well-being. In the book of Psalms, probably written over three thousand years ago it states:

I have done what is righteous and just;
do not leave me to my oppressors.
Ensure your servant's well-being;
(Psalms 119:121-122a NIV)

'Righteous and just' simply mean 'doing the right thing'. The writer of this Psalm knew that other people could affect their happiness, but more importantly, they understood that their well-being was linked to living a life where they did and said the right thing. At school, we learn skills that will help us to get along with others in our community. If we are polite and put the needs of others first, then often, our well-being improves. If we call each other names and act selfishly, then it not only harms the well-being of others, but it will affect our well-being as well. Jesus said that those who act on good advice were like a man who built his house on the rock. The house was able to stay up no matter what was going on outside. When it comes to how we should treat each other, if we act on good advice, then we will help to build a school with positive well-being for ourselves and the whole community.

Janie says the Right Thing, Eventually

Today was going to be a great day. Janie had been exploring the way trees looked at school. They looked at trees at different times of the year. They had learned about the different types of trees that grew around her school. The best bit was looking at the way different artists had painted or drawn trees. Today was the day Janie was going to paint her own tree. She had planned it in her head and she knew exactly what it was going to look like. She knew the type of tree, a big full wild looking tree with bright green leaves. Janie organised the pots of paints and stood in front of a blank sheet of paper. She started with the trunk and soon she'd finished it. It was perfect and Janie was so pleased with it. Next to her was Briony. Briony had painted her tree. It wasn't bright and green, it wasn't big and tall. Briony had chosen to paint her tree just using the brown paint.

"That's a horrible looking tree, look at mine it's perfect," Janie said to Briony. Janie didn't know why she said it, it sort of just came out. Briony looked sad and started to cry, but before Janie had chance to say she was sorry, Briony had run off and Mr Stephens, their teacher, had asked everyone to tidy up before lunch.

Janie didn't feel right inside. She felt guilty for what she said. Janie just stared at her lunch, she didn't feel hungry. Today was going to be such a good day, but now it's ruined, thought Janie. Mrs Jones, the lunch time assistant, asked Janie what was wrong. Janie told Miss Jones what she had said to Briony. Mrs Jones suggested that Janie said sorry and to ask Briony to tell her about her tree painting. That's exactly what Janie did. Janie immediately said she was sorry and asked Briony to tell her about the tree painting. Briony told Janie that she really liked the way trees looked in winter when all the leaves had fallen off and you could see the interesting shapes made by the branches. Janie looked at Briony's painted tree. She could see it now! She could see the branches crisscrossing one another. Not only did Janie like Briony's painting but Janie felt much better inside. It was a good day after all.

Reflection

We know that our physical well-being is linked to what we eat and how much exercise and physical activity we do. Today we have heard how our happiness, contentment and satisfaction are connected to our actions and the actions of others. May we, as a community, learn to put into practise the things we can do to improve our well-being.



Activities: Approx. 3-7 years

Focus – Feelings Pit Stop

Preparation

- Printed **Body Language Images*** for all eight emotions – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Understanding Descriptions***
- **Variations of...***

** Included in the Teacher's Guide.*

38.1 I See, I Hear

- Whilst presenting the assembly 'Wellbeing' or the story Janie says the 'Right Thing, Eventually' emphasise the feelings happy, sad and guilt (feeling sorry). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

38.2-5

- Many schools undertake one-page profiles for their learners. There are a range of examples, formats, templates and ways schools go about producing these. Some school provide them for all their learners and other schools may just focus on the children that require more support. They may involve questions like what makes me happy or what makes me sad. They may identify a child's interests and hobbies. They may even include the trigger points that annoy or disgust a child and interventions that support children when they feel overwhelmed.
- Show the eight **'Body Language Images'**. Describe the body language (see **'Body Language Descriptions'**). Children copy and practise showing the feelings with their bodies.
- Stick the eight **'Body Language Images'** around the room. Randomly choose a feeling, pupils walk to the appropriate card, copying the facial expressions, body language and voices. (This could be turned into a game, last person to show the feeling on their face or in their body sits down until the next go. After one go they can stand up and join in etc…)
- Using the example below, you may want to repeat for a range of feelings: Happy, Sad, Anger and Fear, over the rest of the week.

What makes me happy?

- Show the **'Body Language Image'** for happy.
- Use the **'I Feel Descriptions'** to describe how being happy may feel inside.
- Use the **'Understanding Happiness Descriptions'** to talk about what can make us happy.
- Possibly show and discuss the **'Variations of Happy – Big and Small'** or **'Variations of Happy'**.

Children discuss and record what makes them happy. If reviewing a one-page profile, do the things that are included still make you happy etc?

This week would be a good time to assess a child's understanding of the feelings that are covered in this programme. See Assessing Feelings in the Teachers' Guide.

I See I Hear	Can a child identify each feeling by seeing and hearing it in stories, in themselves or in others?
I Feel	Does a child recognise how these feelings may be felt inside?
I Understand	Can a child understand the different factors that may cause these feelings in ourselves and in others?
I Can	Does a child have strategies if those feelings become overwhelming or are beginning to negatively impact their behaviour?



39. Memories (Leavers Service)



Preparation

Before this assembly:

Photos:

- Place digital photographs of pupils in one folder, open the folder, and double click on the first picture. To start a slide show double click on 'play' (the 'triangle' icon). It is important for pupils' self-esteem that photos of all pupils are included (follow the guidelines from your safeguarding policy, for example, some photos may be used within school, but not shared externally e.g. on websites etc.)

Prepare the following for children that are at the end of Key Stage 1, Infant School, P4 etc to read out at various points during the assembly:

Memories: (you may have photos to accompany particular memories such as trips and residential visits, arrange these in the correct order)

- Some pupils to write down what they can remember from their first day at school.
- Some pupils to write down a lasting memory of their time at school.
- Some pupils to write down a funny story (in no more than five sentences) that they remember from their time at school.
- Some pupils to write down a lasting memory about a staff member.

Advice:

Some pupils to write down a piece of advice for others in your school, based on their experience.

School motto:

Some pupils to write down how the values in the school motto will help them in the future.

Looking ahead:

Some pupils to write down what they are looking forward to in the next school year.

Whilst pupils and parents are entering, show the digital slideshow.

Welcome to our end of **(Key Stage 1, Infant School, P4 etc…)** leavers assembly. This is a day to celebrate the achievements of our children and to remember their time at **(School name)**. Often, at times like this we say, "hasn't time flown?" I'm sure some of your parents will be thinking, "It only seems like yesterday that I was bringing you to the reception class" and now look at you, ready to move onto **(Junior school, Key Stage 2, P5 etc…)**. We all have memories of our time at school. Today some of the children are going to tell you about some of their memories of their time at **(school name)**.

First let's go back to the first day of school. I have asked some children to write down what they can remember from their first day at **(school name)**. I wonder if it is the same as the memories your parents have of your first day at school.

- **Some pupils to read their memories from their first day at school (show the appropriate photos).**

School, especially thinking about primary school, will leave a lasting impression on all of us. Some of the children will now share some of the memories that they will be taking away with them.

- **Some pupils to read their lasting memory of their time at school (show the appropriate photos).**

I'm sure that whilst at school, there were certain events that bring a smile to your face. **Share a funny story that happened during your time at school.** Some of the children are going to share some of the funny stories that I'm sure that they will pass onto their children, or at least share in a school hall when they are head teachers.

- **Some pupils to read their funny stories from their time at school.**

It's now time to make our staff cry, in a nice way. I've asked some children to write down some of what will be their lasting memories of the staff at **(school name)**.

- **Some pupils to read their lasting memories about a range of staff members**

A lasting memory is something that makes a lasting impression on us. The theme so far of this assembly is certainly the memories that we make, but the memories and experiences of school can help us to advise others to make the most of their time at school. Some of the children are now going to produce some pearls of wisdom that they have gained from their time at **(school name)**.

- **Some pupils read a piece of advice for others in the school, based on their experience.**

If the school has a motto…

Here at **(school name)**, our motto is… **(school motto)**. Throughout a child's time here we believe that what happens here, their experiences and what they learn, will leave a lasting impression and help them prepare for the future. I have asked some children to think about how the school motto has helped them prepare for their future.

- **Some pupils to read out how the values in the school motto will help them in the future.**

And now we come to thinking about moving on to the next stage of your learning. During your time at **(school name)**, the staff and I have seen you all grow and grow as you have prepared for the next phase. Some of you have written down what you are most looking forward to as you move on to (e.g. Key Stage 2, Junior School, P5 etc…)

Looking ahead:

- **Some pupils to read out what they are looking forward to about Key Stage 2, Junior school, P4 etc…**

As we bring this assembly to a close, I think it is an appropriate place to give a little advice to the children as they move up. The advice is also important for those of us that will be returning here to (school name) in September. The advice is simple. If I were to give you a list of ten do's and don'ts then I'm sure you'll forget most of them, so I've reduced it to one phrase that is easy to



remember. The advice is this, 'make good memories'. One day as we all look back on our time at school we will think about the bad as well as the good. Make the decision today to make good memories. Take advantage of the opportunities that are on offer. Take part in the clubs, go on the trips, ask visitors difficult questions. Try and make the most of every opportunity and you never know where it might lead but know that you are making memories for the future. For the rest of us, 'make good memories' is a piece of advice that reminds us to make the most of whatever we are doing, wherever we are. Make the most of your school, your job, your family and your friends and I'm sure that as you try to make good memories, you will be making the most of now.

Reflection

We are grateful for the time we have had as a community this year. We are thankful for all the children and what they have brought to our school. We hope that we would remember the good times and focus on those positive memories. May we all make good memories as we make the most of the opportunities that we have.



Preparation

- The thoughts for the week this week involve pupils writing down memories and pieces of advice as they think about the past year at school. If this set of assemblies and thoughts for the week are used each year in the last week of the summer term, pupils will create a set of memories that will build up over their life at your school. The pupils can re-read them at this time each year and take it with them at the end of their time at infant school. Possibly get the memories professionally copied and bound, then present them to the pupils with the school logo when they move up to high school. You could even use them in your school's self-evaluation as part of 'pupil voice'.

39.1

- Read the assembly 'Memories Leavers Service'.

39.2

- If you have done this previously, take time for pupils to read/explore their memories from last year.
- Yesterday we heard the piece of advice, make good memories. Record one good memory you have made this year (write, video record etc...).

39.3

- If you have done this previously, take time for pupils to read/explore their funny stories from last year.
- This week we are thinking about making good memories. Record one funny story that happened to you or a friend this year (write, video record etc...).

39.4

- If you have done this previously, take time for pupils to read what they wrote concerning the school motto last year.
- Our school motto helps us to think about the values that focus on what is important about our school. Record down how the school motto has helped you this year and how it could help you next year (write, video record etc...).

39.5

- If you have done this previously, take time for pupils to read their advice from last year and think about whether or not they have acted upon it.
- At the end of the leavers' assembly, we were given a good piece of advice. Record one piece of advice that you will give yourself for next year (write, video record etc...).



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