Feel Good Assemblies

Assemblies and Active Reflections

For 3–7 year olds



By Phil Lord



Cycle 2
(Part of a 4-year cycle)

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1. Good Sowing – Janie Plants Some Seeds



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 only use the text in purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

Bookmark Matthew 13:1-23 or download the video 'The Parable of the Sower and the seeds' (2m 56s)

http://www.max7.org/en/resource/ParableSower videos can be downloaded on memory sticks and kept as a permanent resource in the school courtesy of www.max7.org

It is currently the time when farmers are busy harvesting their crops. Harvesting means to pick and collect the food that you have been growing. It is amazing to think that just a few months ago farmers put tiny little seeds into the ground and now food is being harvested that will feed many of us. Can you think of different types of fruit and vegetables that will be grown and harvested? **Possibly show a couple of seeds and the final harvested crops (e.g. onions, apples, runner beans, raspberries, tomatoes, courgettes, potatoes etc...).**

Janie Plants Some Seeds

Janie was learning all about sowing and harvesting at school. Mr Stephens told them that they were going to plant some seeds in the school vegetable garden. He said that when they come back after the summer holidays, they would dig up the seeds and see what they had grown into. Mr Stephens gave them all a little pot of vegetable seeds. Janie had chosen some carrot seeds. 'Take care not to lose any of them', Mr Stephens said as he headed off down the path to the where they were going to grow the vegetables.

Janie wheeled her wheelchair along the path. She rested the pot of seeds on her lap, but no matter how careful she was, a few seeds fell out. Janie watched a few fall onto the path, it made her feel sad. She looked back to see a little sparrow fly onto the path and eat the seeds. She was happy to see the little bird. As she continued down the path a few seeds fell onto a rocky patch of ground. Janie was sad again, she couldn't reach them and even if she could, they were too small to pick up in amongst the rocks. Mr Stephens had reached the vegetable garden. Janie noticed some weeds growing out the ground when Briony accidently bumped into Janie's wheelchair and a few more seed fell out right in the middle of the weeds. Janie felt annoyed. Finally, Janie wheeled her wheelchair next to the raised vegetable garden. Mr Stephens showed the children how to make a small hole in the soil. One tiny seed was put at the bottom of the hole and it was filled in with a bit of soil. Janie was able to sow 10 carrot seeds. She wrote her name on a piece of

slate and popped it onto the garden, so she knew which carrots were hers.

After the summer break, Mr Stephens told the children that they were going to harvest their vegetables. Janie was so excited. She wheeled her wheelchair down the path. Janie remembered that she had dropped some seeds onto the rocky soil and in between the weeds. She carefully looked to see if there were any carrots growing but there was nothing there. Janie wheeled up to the raised vegetable garden. Janie could see bright green leaves growing from where she had planted the seeds. Mr Stephens told Janie to take hold of the leaves just above the soil and carefully pull. Janie was delighted to see a full-sized orange carrot pop out from the ground. Thank you for showing me what to do, I can't wait to eat it she told Mr Stephens.

The story about Janie planting some seeds is very similar to a story or parable that Jesus told about seeds. **If you have downloaded the video from www.max7.org show it now.** Jesus explained that a farmer was sowing seeds. Some seeds fell on the path, some on rocky ground, some amongst the weeds but most of them fell on good soil. Jesus said the seed that fell on the path was eaten up quickly by birds. The seed that fell on rocky soil started to grow, but because there wasn't much water in the soil the plant quickly shrivelled up and died. The seed that fell amongst the weeds also began to grow, but the weeds choked the plants so again they didn't last long. Finally, many of the seeds were sown in the good soil and they grew up healthy and strong.

A parable is the name given to a story often told by Jesus in the Bible. Parables often contain a lesson about how we can help to become a better person or how to help other people. In the parable Jesus said that the seed is like important instructions about how people should think and act.

The different places the seed fell are the different ways in which people act when they are given these important instructions (or pieces of advice). Every instruction or piece of advice we are given is like a small seed. This parable reminds us, that even if we are given good advice, it doesn't automatically make our lives better, we need to do something with that advice.

At the beginning of a school year and throughout our time at school many seeds will be planted. That seed may be a fact that a teacher may give you, a skill that you need to master or an instruction that you need to listen to. It may be about reading or counting or a school value (like caring). School will provide us with many seeds today and throughout the year. *Ask pupils to give you examples of a 'school seed'.* In the parable of the Sower Jesus reminds us that for a seed to be successful and produce good things we need to help it to grow.

Read this section if you have a school motto. What is our school motto? Our school motto is a statement that we use to help us to think about what is important in our school. Our school motto contains seeds that we want to see grow in the life of our school. What do we need for our school motto to become part of the life of our school? The reason those qualities will be seen in the life of our school is because we try to live out those values in our choices and the way we work together.

Reflection

What do you want to learn this year?

How can other people help you learn and grow?

What can you do to help you learn?

What can you do to help other people learn and grow?

What have you/are you going to learn today?



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

Feeling Focus – Happy, Sad and Anger (annoyed)



Subsidiary Focus – Following good advice

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***

** Included in the Teacher's Guide.*

1.1 I See, I Hear

- Whilst presenting the assembly 'Good Sowing' or the story 'Janie Plants Some Seeds' emphasise the feelings happy, sad and anger (annoyed). 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 'Janie Plants Some Seeds' 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 annoyed. 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.

1.3a I See, I Hear

- Recount the story 'Janie Plants Some Seeds' 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 annoyed. 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.
- Show the video http://www.max7.org/en/resource/ParableSower
- How is the story of Janie Plants some Seeds similar to Jesus' Parable of the Sower.

1.3b I Feel

- Recount the story 'Janie Plants Some Seeds' and ask the children to tell a partner their favourite part.
- Use the following to describe how Janie felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Janie felt calm and relaxed, she felt good inside.
- Sad – whilst acting out a sad face describe in a sad voice that Janie may have felt a bit heavy inside and that she might have felt like she wanted to cry.
- Anger (annoyed) – whilst acting out an angry face describe in an annoyed voice that Janie may have started to feel hot inside, her heart would begin beating faster in her chest and she had a funny feeling in her tummy.

1.4a I Feel

- Recount the story 'Janie Plants Some Seeds' and ask the children to tell a partner their favourite part.
- Use the following to describe how Janie felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Janie felt calm and relaxed, she felt good inside.
- Sad – whilst acting out a sad face describe in a sad voice that Janie may have felt a bit heavy inside and that she might have felt like she wanted to cry.
- Anger (annoyed) – whilst acting out an angry face describe in an annoyed voice that Janie may have started to feel hot inside, her heart would begin beating faster in her chest and she had a funny feeling in her tummy.

1.4b I Understand

- Recount the story 'Janie Plants Some Seeds' and ask the children to tell a partner their favourite part.
- Ask the children why Janie may have felt happy, sad or annoyed. Children practise showing the feelings on their faces.
- Janie was happy that she was planting some seeds.
- Janie was sad when she dropped some seeds on the path.
- Janie was happy to see the little sparrow.
- Janie was sad when she dropped some seeds on the rocky soil.
- Janie was annoyed when Briony bumped into her and she dropped a few more seeds into the weeds.
- Janie was happy to be planting the seeds
- Janie was happy when she harvested her carrots.

Include your own statements.

1.5a I Understand

- Recount the story 'Janie Plants Some Seeds' and ask the children to tell a partner their favourite part.
- Use the following to help the children understand why Janie felt happy, sad and annoyed. Children copy and practise showing the feelings on their faces.
- Janie was happy that she was planting some seeds.
- Janie was sad when she dropped some seeds on the path.
- Janie was happy to see the little sparrow.
- Janie was sad when she dropped some seeds on the rocky soil.
- Janie was annoyed when Briony bumped into her and she dropped a few more seeds into the weeds.
- Janie was happy to be planting the seeds
- Janie was happy when she harvested her carrots.

Include your own statements.

1.5b I Can

- Show the video http://www.max7.org/en/resource/ParableSower
- How is the story of Janie Plants some Seeds similar to Jesus' Parable of the Sower.
- Jesus said that the seed is like important instructions about how people should think and act. The different places the seed fell are the different ways in which people act when they are given these important instructions (or pieces of advice). Every instruction or piece of advice we are given is like a small seed. This parable reminds us, that even if we are given good advice, it doesn't automatically make our lives better, we need to do something with that advice.
- At the beginning of a school year and throughout our time at school many seeds will be planted. That seed may be a fact that a teacher may give you, a skill that you need to master or an instruction that you need to listen to. It may be about reading or counting or a school value (like caring). School will provide us with many seeds today and throughout the year. Ask pupils to give you examples of a 'school seed'.

2. Small Man, Big Welcome – Zacchaeus Meets Jesus

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 only use the text in purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

What do we mean by the term 'welcome'? This week we are going to think about what it is to feel welcome. We are going to think about what makes us feel welcome and how we can welcome others. We will also think and talk about times when we have felt unwelcome and the lessons we can learn to ensure that we are a welcoming community. First, we are going to hear a story from the Bible in which a man was made to feel welcome.

Zacchaeus meets Jesus

Once upon a time, in a town called Jericho, there lived a man named Zacchaeus. Zacchaeus was a very short man. Zaccheus was a tax collector. This means he collected money from people to give to the Romans, and sometimes he took more than he should. This made lots of people sad.

One day, Zacchaeus heard that Jesus was coming to visit Jericho. Everyone in town was so excited to see Jesus because he was very kind and performed miracles. Zacchaeus wanted to see Jesus too, but when he reached the crowded streets, he couldn't see over the top of the crowds. Zacchaeus was a short man and nobody would let him through. This made Zaccheaus feel sad.

Then Zacchaeus had an idea. He ran ahead of the crowd and climbed up a big sycamore tree to get a better view. From his perch on the tree, Zacchaeus could see everything below. Soon he saw Jesus walking down the road.

As Jesus walked by, he looked up and saw Zacchaeus in the tree. Jesus smiled and said, "Zacchaeus, hurry and come down because I must stay at your house today."



Zacchaeus was so surprised and happy! He quickly climbed down the tree and welcomed Jesus to his house. The people in the crowd were shocked. They wondered why Jesus would want to visit someone like Zacchaeus, but Jesus showed everyone that he cared for all people, no matter who they were.

From that day on, Zacchaeus decided to be a better person. He promised to give back the money he had taken and to help others. Zacchaeus was so glad that Jesus made him feel welcome and special.

Do you think the people in Jericho made Zacchaeus feel welcome on the day of Jesus' visit? They wouldn't let him through even though they knew that he wasn't tall enough to see over them. The only way Zacchaeus could see Jesus was to climb a sycamore tree. We will find out what happened when Zacchaeus met Jesus later on this week, but I think that Zacchaeus would have been surprised when Jesus called his name.

The word attention means that we take notice of something or someone that we think is important. In this story, Jesus gave Zacchaeus his attention. One very important rule in making someone feel welcome is that we should give them our attention. A welcoming community, like our school, should make people feel as if they are important.

Reflection

Have you done anything good this week or last week?

Did you need to say sorry for something you have done this week or last week?

Do you like it when people are kind to you?

What kind things can we do to show someone they are welcome?

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

Feeling Focus – Happy (excited), Sad and Surprise



Subsidiary Focus – Feeling Welcome

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

2.1 I See, I Hear

- Whilst presenting the assembly 'Small Man, Big Welcome' or the story 'Zaccheaus Meets Jesus' emphasise the feelings happy (excited), sad 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.

2.2 I See, I Hear

- Recount the story of 'Zaccheaus Meets Jesus' 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), sad, 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.

2.3a I See, I Hear

- Recount the story 'Zaccheaus Meets Jesus' 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 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.

2.3b I Feel

- Recount the story 'Zacchaeus Meets Jesus' and ask the children to tell a partner their favourite part.
- Use the following to describe how Zacchaeus felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Zaccheus and the crowd felt their insides bubbling with excitement, it made them feel good inside.
- Sad – whilst acting out a sad face describe in a sad voice that Zacchaeus and the crowd felt sad, they might sigh and their bellies would feel a bit empty. They wouldn't want to cry, but they were a little bit sad.
- Surprise – whilst acting out a surprised face describe in a shocked voice how Zacchaeus' heart suddenly started beating faster and his body froze stiff on the branch.

2.4a I Feel

- Recount the story 'Zacchaeus Meets Jesus' and ask the children to tell a partner their favourite part.
- Use the following to describe how Zacchaeus felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that Zaccheus and the crowd felt their insides bubbling with excitement, it made them feel good inside.
- Sad – whilst acting out a sad face describe in a sad voice that Zacchaeus and the crowd felt sad, they might sigh and their bellies would feel a bit empty. They wouldn't want to cry, but they were a little bit sad.
- Surprise – whilst acting out a surprised face describe in a shocked voice how Zacchaeus' heart suddenly started beating faster and his body froze stiff on the branch.

2.4b I Understand

- Recount the story of 'Zacchaeus Meets Jesus' and ask the children to tell a partner their favourite part.
- Ask the children why Zacchaeus and the crowd felt happy, sad or surprised. Children copy and practise showing the feelings on their faces.
- Zacchaeus and the crowd were excited because Jesus was coming to town.
- The people were sad because Zacchaeus took what didn't belong to him.
- Zacchaeus was sad because he couldn't see Jesus as he passed through the town.
- Zacchaeus was surprised when Jesus stopped and spoke to him.
- Zacchaeus may have felt sad (or guilty) for the money he had taken (stolen) from people.
- Zacchaeus was happy he had met with Jesus.

Include your own statements.

2.5a I Understand

- Recount the story of 'Zacchaeus Meets Jesus' and ask the children to tell a partner their favourite part.
- Ask the children why Zacchaeus and the crowd felt happy, sad or surprised. Children copy and practise showing the feelings on their faces.
- Zacchaeus and the crowd were excited because Jesus was coming to town.
- The people were sad because Zacchaeus took what didn't belong to him.
- Zacchaeus was sad because he couldn't see Jesus as he passed through the town.
- Zacchaeus was surprised when Jesus stopped and spoke to him.
- Zacchaeus may have felt sad (or guilty) for the money he had taken (stolen) from people.
- Zacchaeus was happy he had met with Jesus.

Include your own statements.

2.5a I Can

- Spend time thinking and talking about times that make us feel welcome and unwelcome. You as the teacher may want to start with an example. Below are some suggested ground rules you may want to use whilst discussing sensitive issues.
- Don't use names – instead say 'boy', 'girl', 'he' or 'she'. Some people are in the room who may have made other children feel unwelcome, the purpose of this is to draw out how we improve our welcome, not punish those who make us feel unwelcome.
- Focus on the actions – how did the positive ones make us feel welcome and should they be repeated and encouraged? How did the negative ones make us feel, should they be discouraged?
- Lessons to learn – the focus of this discussion should be about the 'lessons we can learn'. Remain positive and draw out the impact each example has on our actions. Refrain from saying, "that was awful" or "I can't believe he did that", instead you could use, "I'm glad you said that" or "that shows that our actions can really affect someone".
- Whole class or small groups – if you keep the whole class together you can ensure that the children don't use names and you can focus on the 'lessons to learn'. You can keep a positive focus to the discussion.
- Disclosures – please be aware of your school's child protection policy. Consider what you will do if a child starts to disclose a child protection issue in a whole class setting. Don't let the pupil disclose to the whole class.
- Bullying – accounts of bullying may be expressed in the discussion. Deal with these after the session.
- Sum up – possibly finish the session by reminding pupils what we can do as a community to make others feel welcome.

3. The Space Race – Lucas Builds a Rocket



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 only use the text in purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Lucas Builds a Rocket

Lucas loved looking at the night sky. He often tried to count the stars. Lucas's teacher, Miss Garcia, said that the night sky looked like someone had made lots of tiny holes in the blackness of space. Lucas loved the idea of space. He dreamed of building his very own space rocket to explore the heavens. Miss Garcia suggested that the children make space rockets and them to bring in boxes and other materials to help them.

Lucas wanted his rocket to be the best and to fly higher than anyone else's. Lucas's friend Emily also loved rockets and was building one too. Lucas spotted that Emily's rocket was shinier that his. Lucas felt a little sad, he wanted his to be the best. He added more silver foil and soon they were both as shiny as each other.

Emily saw Lucas adding booster rockets and soon enough Emily attached booster rockets to hers. Emily added a nose cone using a box she had painted red. Lucas soon followed with a bright yellow nose cone. Lucas added fins and so did Emily.

Soon, both of their rockets were ready for take-off. They both looked amazing. Lucas asked Miss Garcia which one she thought was the best. Miss Garcia said that she couldn't choose, they both had all the bits that she imagined would be on a real rocket. She reminded them both that if it wasn't for Lucas' booster rockets, Emily's rocket wouldn't get into space. She told Lucas that if Emily hadn't added the nose cone, Lucas's rocket wouldn't look as good as it did. Miss Garcia laughed and said, "In a weird way you were both sort of working together."

Lucas was happy, he was thankful for the great ideas that Emily had had for her rocket. They both looked at their rockets. Let's see how they fly Emily said and they both got into their rockets ready for take-off.

Search and display an image of Sputnik 1

Have you ever wanted to be the best at something or do something better than your friends? Today, we are going to learn about a time when two countries wanted to be the best at going into space. This was called the 'Space Race'.

A long time ago, in 1957, a country called the Soviet Union (the name given to a set

of countries centred around Russia) sent the very first manmade satellite into space. A satellite is something that goes around the Earth, like the moon. Their satellite was called Sputnik, which means 'traveller' in Russian. It was about the size of a big beach ball and had long antennas that sent signals back to Earth. It went around the Earth in just over an hour and a half. Later that same year, the Soviet Union sent another satellite, Sputnik 2, with a dog named Laika on board!

The Americans also wanted to send satellites into space. They launched their first satellite, called Explorer 1, in January 1958. Both the Soviet Union and America were trying very hard to be the best at going into space. The Soviet Union did many things first in space. They sent the first satellite, the first animal, and even the first person! In 1961, a man named Yuri Gagarin from the Soviet Union went around the Earth in a spaceship called Vostok 1.

The American president at that time, John F. Kennedy, said he wanted to send people to the moon. They (NASA) called this the 'Apollo' program. It was a big plan to send astronauts to the moon and bring them back safely. While the Americans were planning their moon trip, the Soviet Union kept doing amazing things like sending Valentina Tereshkova, the first woman into space and having the first spacewalk.

Finally, in July 1969, three American astronauts named Neil Armstrong, Buzz Aldrin, and Michael Collins went to the moon in a spaceship called Apollo 11. Neil Armstrong and Buzz Aldrin walked on the moon and said, "one small step for a man, one giant leap for mankind." They all came back safely to Earth and became heroes.

Why do you think it was called the Space Race? Who won? Often, the achievements of others can help us do our own amazing things. It was because the Soviet Union sent the first man made satellite into space, that America sent Astronauts to the moon. If you were in a running race, knowing that your friend can run fast may help you to try and run as fast as you can. Knowing that your friend can paint a really good picture may help you to practise painting your own pictures. What achievements of others can you think of that could you help you today?

Reflection

What have you done that is amazing this week or last week?

What good thing have you done for someone else this week or last week?

There is a saying, found in the Bible that says, 'outdo one another in showing honour' Romans 12:9 ESV.

What would our school would be like, if doing good to each other became a sort of competition?

What good thing could you do for someone else today?

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

Feeling Focus – Happy, Sad (jealous) and Love (like/interest)



Subsidiary Focus – Competing and working together

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.*

3.1 I See, I Hear

- Whilst presenting the assembly 'The Space Race' or the story 'Lucas Builds a Rocket' emphasise the feelings happy, sad (jealous) and love (like/interest). 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 'Lucas Builds a Rocket' 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 (jealous) and love (like/interest). 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.

3.3a I See, I Hear

- Recount the story 'Lucas Builds a Rocket' 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.

3.3b I Feel

- Recount the story 'Lucas Builds a Rocket' and ask the children to tell a partner their favourite part.
- Use the following to describe how Lucas and Emily may have felt during the story **(also see 'I Feel Descriptions')**.
- Love – Lucas loved space, thinking about it would make him feel happy and warm inside.
- Sad – whilst acting out a sad face describe in a sad voice how Lucas may have felt a bit heavy inside and that he might have felt like wanting to cry when he saw Emily's rocket coming on faster than his.
- Happy – whilst acting out a happy face describe in a happy voice that Lucas felt good inside when he had finished his rocket, he felt glad and cheerful inside.

3.4a I Feel

- Recount the story 'Lucas Builds a Rocket' and ask the children to tell a partner their favourite part.
- Use the following to describe how the Lucas and Emily may have felt during the story **(also see 'I Feel Descriptions')**.
- Love – Lucas loved space, thinking about it would make him feel happy and warm inside.
- Sad – whilst acting out a sad face describe in a sad voice how Lucas may have felt a bit heavy inside and that he might have felt like wanting to cry when he saw Emily's rocket coming on faster than his.
- Happy – whilst acting out a happy face describe in a happy voice that Lucas felt good inside when he had finished his rocket, he felt glad and cheerful inside.

3.4b I Understand

- Recount the story 'Lucas Builds a Rocket' and ask the children to tell a partner their favourite part.
- Ask the children why Lucas and Emily felt love, happy and sad (jealous).
- Love – With an interested face and an interested voice explain that Lucas loved space, he loved looking at the stars and thinking about it.
- Sad – Whilst acting out a sad face describe in a sad voice that Lucas was sad and a bit jealous when he saw Emily's rocket coming on faster than his.
- Happy – With a happy face, describe in a happy voice that Lucas was happy when he had finished his rocket.

3.5a I Understand

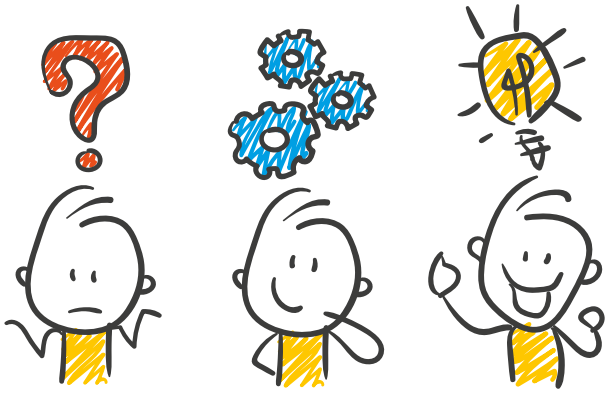
- Recount the story 'Lucas Builds a Rocket' and ask the children to act out their favourite part to a partner.
- Explain why Lucas or Emily felt happy, sad/jealous or love/interest.
- Love – With an interested face and an interested voice explain that Lucas loved space, he loved looking at the stars and thinking about it.
- Sad – Whilst acting out a sad face describe in a sad voice that Lucas was sad and a bit jealous when he saw Emily's rocket coming on faster than his.
- Happy – With a happy face, describe in a happy voice that Lucas was happy when he had finished his rocket.

3.5b I Can

- Can anyone remember the achievements of either the Soviets or Americans in the assembly about the Space Race?
- Why do you think it was called the Space Race? Who won?
- Often, the achievements of others can help us do our own amazing things. It was because the Soviet Union sent the first man made satellite into space, that America sent Astronauts to the moon. If you were in a running race, knowing that your friend can run fast may help you to try and run as fast as you can. Knowing that your friend can paint a really good picture may help you to practise painting your own pictures.
- What achievements of others can you think of that could you help you today?
- Competition can help all of us, there is one verse in the Bible that suggests that doing good to each other could turn into a competition. Romans 12:10 says "Love one another… outdo one another in showing honour". The word love in this verse is the love we have for friends and family. The word honour means that we should be good to others. The term 'outdo' turns doing good into a type of competition. Can you imagine what our school or our families would be like if we all tried to outdo each other in being kind and helpful.



4. Problem 'Solve it' – Nehemiah solves a Problem



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Nehemiah Solves a Problem (A story from The Bible and the Ketuvim)

There was once a kind man named Nehemiah. He lived a long, long time ago in a big city called Susa. Nehemiah loved God very much and always tried to do what was right.

One day, Nehemiah heard that the walls of his hometown, Jerusalem, were broken and the gates were burned. This made Nehemiah very sad. He wanted to help fix the walls and make his city safe again.

Nehemiah prayed to God and asked for His help. God listened to Nehemiah's prayers and gave him the courage to ask the king for permission to go and fix the walls. The king was very kind and said, "Yes, Nehemiah, you can go!"

Nehemiah travelled a long way to Jerusalem.

When he got there, he saw that the walls were in very bad shape. But Nehemiah didn't give up! He told the people, "Let's work together to fix the walls." And guess what? The people agreed, making Nehemiah very happy.

Everyone worked very hard. They lifted big stones, mixed mud, and carefully built the wall. Nehemiah was their leader, and he made sure everyone was safe and happy as they worked.

Some mean people tried to stop them. It made Nehemiah a bit angry and scared, but he prayed to God for strength. God helped them stay strong and brave.
In the end, Nehemiah and the people rebuilt the whole wall around Jerusalem. They were so happy and thankful to God for helping them.

How good are you at solving problems? Every day, we face lots of little problems. From the moment we wake up, we have to make choices. For example, what should we have for breakfast? Should we brush our teeth with an electric toothbrush or a regular one? Should we be kind to our family? These might seem like small problems, but making good choices can be very important.

Problems come in all shapes and sizes. Today we are going to think about how we can solve them. There is a story in the Bible about a man named Nehemiah who solved a very big problem. Nehemiah's people were taken away from their home city, Jerusalem, and the city was destroyed. Nehemiah worked for a king and his job was to taste the king's wine.

When Nehemiah heard about the city of Jerusalem being in ruins, he felt very sad. The king noticed Nehemiah's sadness and asked him what was wrong. Nehemiah told the king about the city and asked if he could go and help rebuild it. The king said yes!

Nehemiah had to travel a long way to get to Jerusalem, and he needed materials to build with. So, he asked the king for letters to help him on his way and for supplies to build a place to live.

Nehemiah rebuilt his city. His story can teach us a lot about solving problems. First, Nehemiah knew what the problem was: the city was in ruins. To solve a problem, we need to understand what it is. What problems will you face today? Maybe it's a puzzle, or maybe it's a friend who isn't talking to you.

Nehemiah had a big task, but he broke it down into smaller steps. First, he had to get to Jerusalem, and then he had to build a place to live. Breaking down a big problem into smaller parts can make it easier to handle. When we have a big task, we can solve it step by step. If we break it down, we can find a better solution and it will be easier to manage. If a friend isn't talking to you, then this can be a problem. First you can find out why and then you could say sorry if you did something wrong.

When Nehemiah arrived in Jerusalem he spent a few days walking around the city. He spent time thinking about the problem, he spent time thinking about how he could solve it. We can also spend time thinking about our problem before we try to solve it. We can ask others for advice. We might think about different ways of solving the problem. We might ask other's which solution they think is best. If you are asked to design a castle, you might think about looking at how other people have designed their castles and choose the best bits before making your own.

Reflection

What do we mean by 'solving a problem'?

What problem have you solved this week or last week?

What have others done to help you when you got stuck?

How have you helped others solve a problem?

What can we do to help other people today?

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

Feeling Focus – Happy, Sad, Anger and Fear



Subsidiary Focus – Don't judge

Optional resources to support this week's theme:

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

4.1 I See, I Hear

- Whilst presenting the assembly 'Problem Solve it' or the story 'Nehemiah Solves a Problem' emphasise the feelings happy, sad, 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.

4.2 I See, I Hear

- Recount the story 'Nehemiah Solves a Problem' 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 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.

4.3a I See, I Hear

- Recount the story 'Nehemiah Solves a Problem' 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 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.

4.3b I Feel

- Recount the story 'Nehemiah Solves a Problem' and ask the children to freezeframe a part of the story for somebody else to guess.
- Use the following to describe how Nehemiah felt during the story **(also see 'I Feel Descriptions')**.
- Sad – whilst acting out a sad face describe in a sad voice how Nehemiah may have felt very heavy inside and that he probably cried when he heard about the walls of his city being broken down.
- Happy – whilst acting out a happy face describe in a happy voice that Nehemiah liked the feeling of happiness and joy that he felt when lots of people were helping to rebuild the city of Jerusalem. He felt good inside and it made him glad and cheerful.
- Anger – whilst acting out an angry face describe in a slightly angry voice that Nehemiah felt hot inside and rage building up, his arms and legs becoming stiff when he thought about people trying to stop him from building the walls of his city.
- Fear – whilst acting out a scared face describe in a slightly scared voice that Nehemiah felt a bit sick inside, his stomach may have felt funny and he may have felt panicky, like he was losing control when he thought about people knocking down the newly built walls.
- 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 or small were the feelings of anger and fear felt by Nehemiah?

4.4a I Feel

- Recount the story 'Nehemiah Solves a Problem' and ask the children to tell their partner their favourite part.
- Use the following to describe how Nehemiah felt during the story **(also see 'I Feel Descriptions')**.
- Sad – whilst acting out a sad face describe in a sad voice how Nehemiah may have felt very heavy inside and that he probably cried when he heard about the walls of his city being broken down.
- Happy – whilst acting out a happy face describe in a happy voice that Nehemiah liked the feeling of happiness and joy that he felt when lots of people were helping to rebuild the city of Jerusalem. He felt good inside and it made him glad and cheerful.
- Anger – whilst acting out an angry face describe in a slightly angry voice that Nehemiah felt hot inside and rage building up, his arms and legs becoming stiff when he thought about people trying to stop him from building the walls of his city.
- Fear – whilst acting out a scared face describe in a slightly scared voice that Nehemiah felt a bit sick inside, his stomach may have felt funny and he may have felt panicky, like he was losing control when he thought about people knocking down the newly built walls.

4.4b I Understand

- Recount the story 'Nehemiah Solves a Problem' and ask the children to tell their partner their favourite part.
- Ask the children why Nehemiah may have felt, sad, happy, angry and scared. Children practise showing the feelings on their faces.
- Sad – Nehemiah felt sad when he heard about the walls of his city being broken down.
- Happy – Nehemiah felt happy when lots of people were helping to rebuild the city of Jerusalem.
- Anger – Nehemiah felt angry because people were trying to stop him from building the walls of his city.
- Fear – Nehemiah felt scared when he thought about people knocking down the newly built walls.

Include your own statements.

4.5a I Understand

- Recount the story 'Nehemiah Solves a Problem' and ask the children to tell their partner their favourite part.
- Use the following to help the children understand why Nehemiah felt sad, happy, angry and scared. Children copy and practise showing the feelings on their faces.
- Sad – Nehemiah felt sad when he heard about the walls of his city being broken down.
- Happy – Nehemiah felt happy when lots of people were helping to rebuild the city of Jerusalem.
- Anger – Nehemiah felt angry because people were trying to stop him from building the walls of his city.
- Fear – Nehemiah felt scared when he thought about people knocking down the newly built walls.

Include your own statements.

4.5b I Can

- Nehemiah had a big task, but he broke it down into smaller steps. First, he had to get to Jerusalem, and then he had to build a place to live. Breaking down a big problem into smaller parts can make it easier to handle. When we have a big task, we can solve it step by step. If we break it down, we can find a better solution and it will be easier to manage. If a friend isn't talking to you, then this can be a problem. First you can find out why and then you could say sorry if you did something wrong.
- When Nehemiah arrived in Jerusalem he spent a few days walking around the city. He spent time thinking about the problem, he spent time thinking about how he could solve it. We can also spend time thinking about our problem before we try to solve it. We can ask others for advice. We might think about different ways of solving the problem. We might ask other's which solution they think is best. If you are asked to design a castle, you might think about looking at how other people have designed their castles and choose the best bits before making your own.
- What problems are you facing and how can you solve them?

5. Harvest Moon – Jesus Gives Thanks

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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Can anyone think of things that we only do in autumn, winter, spring, or summer? The seasons are very important in our lives. The seasons affect what we do and when we do them. For example, your teachers might already be planning their next summer holiday, or as it gets dark earlier, you might be looking forward to Christmas or another festival of light. Spring is a favourite time when trees regrow their leaves and flowers start to bloom. You might play outside in the long summer evenings or stay inside on dark winter nights and enjoy a hot chocolate. We wear different clothes in the different seasons. Which season would we often wear shorts? Which season would we often wear a hat and scarf?

Seasons are also very important to farmers. Harvest means collecting the crops, fruits, or vegetables that were planted in the spring. In many parts of the world, people celebrate the harvest with special festivals.

The Harvest Festival we celebrate in the United Kingdom is about 160 years old but is connected to a much older tradition of bringing in the harvest. The date of the Harvest Festival changes each year and is linked to the phases of the moon.

Our Earth travels around the sun, and the moon travels around the Earth. When the Earth travels around the sun, it creates the seasons. The moon traveling around the Earth changes the part of the moon that we see each night. There is a special full moon that we see at this time of year called the Harvest Moon. The Harvest Moon gave extra light for farmers to work late and collect more crops.

Often, a good harvest means there will be plenty of food for the coming months, but a bad harvest means people could go hungry. People all around the world celebrate a good harvest with festivals. In the UK, the traditional Harvest Festival was started over 160 years ago by Reverend Robert Hawker. He was a vicar in a small town in Cornwall. He held a thanksgiving service and asked people to bring fruits and vegetables they had grown. After the service, he gave the food to the poor. There are lots of stories in the Bible that may be read out in Churches at this time of year.






Jesus Gives Thanks

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.

The Harvest Moon and the changing seasons remind us that nature plays an important part in our lives. Seasons affect the clothes we wear. Harvest time reminds us of how we work with nature to get food from the fields to our tables. Reverend Robert Hawkers' first Harvest Festival teaches us to share food with those who are hungry. Nature reminds us to be thankful for our food and to share what we have with others all year round.

Reflection

What do we mean by being thankful?

Can we be thankful when it rains?

How does the rain help the plants and animals?

How can we show that we are thankful for the food we have to eat?

What are you going to be thankful for today?

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

Feeling Focus – Sad and Surprise (amazed)



Subsidiary Focus – Being thankful

- Optional resources to support this week's theme:
- Printed **Facial Expression Images*** for sad and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for sad 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.*

5.1 I See, I Hear

- Whilst presenting the assembly 'Harvest Moon' or the story 'Jesus Gives Thanks' emphasise the feelings sad and surprise (amazed). 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 'Jesus Gives Thanks' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings sad and surprise (amazed). 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.
- 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.

5.3a I Feel

- Recount the story 'Jesus Gives Thanks' and ask the children to tell a partner their favourite part.
- Use the following to describe how the disciples may have felt during the story **(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.

5.3b I Feel

- Recount the story 'Jesus Gives Thanks' and ask the children to tell a partner their favourite part.
- Use the following to describe how the disciples may have felt during the story **(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.
- 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… *)**

5.4 I Understand

- Recount the story 'Jesus Gives Thanks' and ask the children to tell a partner their favourite part.
- Explain why the different characters felt sad and surprise.
- Sad – The disciples were sad because they knew the people were hungry.
- Surprise – 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.

5.5 I Can

- Often, a good harvest means there will be plenty of food for the coming months, but a bad harvest means people could go hungry. People all around the world celebrate a good harvest with festivals. In the UK, the traditional Harvest Festival was started over 160 years ago by Reverend Robert Hawker. He was a vicar in a small town in Cornwall. He held a thanksgiving service and asked people to bring fruits and vegetables they had grown. After the service, he gave the food to the poor. There are lots of stories in the Bible that may be read out in Churches at this time of year.
- What could you do to show that you are thankful for the food you eat?
  - Say thankyou to the person who made the food.
  - Think about the the taste and texture of our food as we eat it.
  - Some adults buy extra food and give it to people who need it.
  - Some people go to church or get involved in Harvest festivals. Harvest festivals are celebrated all around the world.
  - Draw pictures or sing songs about the food we eat.
  - Reduce the amount of food we throw away.
  - Eat healthy foods.

6. Take a Break – Jonah and the Big Fish



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Did you know that being quiet and not doing anything can actually make us smarter? Being quiet isn't just something you need to do because your teacher says so. There are many good things that happen when we take a quiet break during the day.

There are many stories about people who got something good from being quiet. A long time ago, Robert the Bruce, the king of Scotland, was scared, hiding from his enemies in a cave. Quietly he watched a little spider building a web. After a long time trying, the little spider was able to make a web across the entire entrance of the cave. The spider made Robert feel brave again, and he kept fighting for his country.

Another famous story that includes a quiet time involves a person named Isaac Newton. Isaac sat quietly under an apple tree when an apple fell on his head. Isaac is famous for helping us to understand something very important about how things fall to the ground.

Jonah is a famous person from the Bible who had a time out in the belly of a fish:

Jonah and the Big Fish

There was once a man named Jonah. God gave Jonah a special job. He told Jonah to go to a city called Nineveh and tell the people there to stop being bad and start being good. Jonah was angry, he didn't want to go to Nineveh. Jonah decided to run away.

Jonah got on a big boat that was going far away. While he was on the boat, a huge storm came. The wind blew, and the waves crashed. The sailors on the boat were very afraid. They thought the boat was going to sink! Jonah knew the storm was because he ran away from God. He told the sailors to throw him into the sea to make the storm stop. This made the sailors sad, they didn't want to do it at first, but they finally agreed. They threw Jonah into the sea and right away the storm stopped and the sea became calm.

Jonah started to sink in the water; he was scared. To Jonah's surprise a big fish swallowed him whole! Jonah was inside the fish for three days and three nights. While he was inside the fish, Jonah had

time to think about what he had done. He prayed to God. He said he was sorry for running away and promised to do what God asked.

On the third day, God told the big fish to spit Jonah out onto the shore. Jonah was happy that he was safe on land again. He went to Nineveh and told the people to stop being bad and start being good. The people listened to Jonah, and the city was saved.

Being quiet helped all these people. Robert felt brave, Newton learned something important about how things fall, and Jonah decided to listen to God and do the right thing.

The world in which we live doesn't make it easy for us to have a time out, it isn't that easy to find peace and quiet. If we're not at school, we're playing, if we're not playing we're on the computer, if we're not on the computer we're watching the TV, if we're not watching the TV we're on the iPad, if we're not on the iPad we're on a phone, if we're not on a phone we're listening to music, if we're not listening to music we're doing our chores (possibly listening to music), and if even if we're quiet then someone else is watching TV or listening to music… And if we're not doing all that we are asleep!

Always being noisy and busy can make us feel ill. Too much noise and activity can make us feel worried or stressed. Taking quiet breaks can help us feel better and stay healthy.

Reflection

Let us be quiet for a moment (close your eyes).

- You can't turn off your thoughts, but we change what we think about.
- What can you hear around you?
- What sort of things do you think about?
- Does your mind see pictures?
- Can you imagine what silence feels like?



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

Feeling Focus – Sad, Anger, Fear and Surprise



Subsidiary Focus – Taking a Time Out

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for sad, anger, fear and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for sad, anger, fear 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 'Take a Break' or the story 'Jonah and the Big Fish' emphasise the feelings 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.

6.2 I See, I Hear

- Recount the story 'Jonah and the Big Fish' 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, 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.
- 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.

6.3a I Feel

- Recount the story 'Jonah and the Big Fish' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Anger – whilst acting out an angry face describe in an angry voice that Jonah's face may have started to feel hot, and his arms and legs may have felt heavy as he thought about doing something he really didn't want to do.
- Fear – whist acting out a scared face describe in a very scared voice that the sailors may have felt a funny feeling in their stomachs and wanted to get away from the storm. For some sailors fear would have made their bodies feel heavy and as if they couldn't move, others may have felt like they needed to run around the boat panicking. When Jonah was thrown in the water, he felt sacred and helpless.
- Sad – whilst acting out a sad face describe in a slightly sad voice that the sailors were sad, they felt a bit empty inside. They were sad because Jonah had asked them to throw him overboard to stop the storm. When they threw him into the sea it made them feel guilty.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Jonah may have felt shocked when he saw the big fish. His whole body jumped. It made him feel scared and he wanted to swim away from the fish.

6.3b I Feel

- Recount the story 'Jonah and the Big Fish' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Anger – whilst acting out an angry face describe in an angry voice that Jonah's face may have started to feel hot, and his arms and legs may have felt heavy as he thought about doing something he really didn't want to do.
- Fear – whist acting out a scared face describe in a very scared voice that the sailors may have felt a funny feeling in their stomachs and wanted to get away from the storm. For some sailors fear would have made their bodies feel heavy and as if they couldn't move, others may have felt like they needed to run around the boat panicking. When Jonah was thrown in the water, he felt sacred and helpless.
- Sad – whilst acting out a sad face describe in a slightly sad voice that the sailors were sad, they felt a bit empty inside. They were sad because Jonah had asked them to throw him overboard to stop the storm. When they threw him into the sea it made them feel guilty.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Jonah may have felt shocked when he saw the big fish. His whole body jumped. It made him feel scared and he wanted to swim away from the fish.
- 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… *)**

6.4a I Understand

- Recount the story 'Jonah and the Big Fish' and ask the children to tell a partner their favourite part.
- Ask why the different characters felt sad, anger, fear and surprise.
- Anger – Jonah really didn't want to be nice to people that he felt didn't deserve it. It made him feel a bit angry.
- Fear – The sailors feared the fierce storm. They thought their boat was going to be destroyed. Jonah was scared when he was in the water and especially when he saw the big fish.
- Sad – The sailors were sad when asked to throw Jonah into the sea – they may have felt guilty.
- Surprise – Jonah was surprised when he saw the big fish.



6.5 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?

7. The Habit of Silence



There are groups of people to whom silence is very important. Monks and nuns are men and women who live in a religious community and promise to live simple lives. They will use silence to pray, read and think about important questions about life. Can anyone tell me what a habit is? The word habit has a couple of meanings. Firstly, a habit is something that we have done so often that it becomes hard not to do. Secondly, the word habit means something that a Monk wears. For a monk or nun, silence is more than just a habit in the doing sense, it is a way of life.

Last week we spent some time thinking about what we can do to take a regular time out. When we think of habits we probably think of things like picking noses or biting nails, but habits can be all sorts of things, good or bad. Being noisy can become a habit. Being busy can become a habit. Saying nasty or nice things can become a habit. Having a regular time out can also become a habit.

There are many things we get if we stop, pause and take a time out. This is a list of some of ways we benefit when we take a regular time out.

- To do more – time out can make us feel more energetic.
- Shutting off speech will make the other senses work better – can you name the 5 senses.
- Realise and think about what is important.
- Improve memory.
- Develops your imagination.
- Make you more aware of yourself.
- Grows your brain (10 minutes sitting in silence thinking about peaceful scenery can actually thicken grey matter in your brain).
- Make things easier to understand when you are feeling confused and overwhelmed.

Can anyone remember what we can do to take a time out? ***Ask pupils to act out a way of taking a time out, other pupils guess which way is being acted out. You may want to suggest the ones that are acted out. In the list below the ones that are easier to act out are in bold.*** There are lots of ways that we can stop, pause and take a time out during the day. We thought about four last week, but there are lots more.

- **Listen to yourself breathing.**
- **Listen to your heart beat.**
- Think about now, not yesterday, not later today, not tomorrow, but now.
- Take a walk. (might not always be possible)
- Realise what you think about – think about what you think about.

- **Visualise a peaceful scene.**
- Try to draw a peaceful scene, it doesn't need to be perfect.
- When a 'but I must… (finish my game)' thought appears, wait for it to disappear.
- If thoughts about a problem appear – tackle them.
- Think about a problem as if we were someone else looking at the problem.

Let us try the first one together. 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. Let us repeat it and try to think about your breathing.

Knowing what to do and how a time out can help us is important, but the only way we can benefit from a time out is by actually taking a time out. The challenge is making a time out a habit in our lives. Good habits formed when you have more time will make it easier to get through the times when life gets busier.

Reflection

Think of the last time you were quiet or it was quiet around you (that didn't include being asleep).

Why is it good to be quiet?

What can you do today to take a time out?

What could you do at home to take a time out?



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

Focus — Taking a Time Out

7.1 I See, I Hear

- Present the assembly 'The Habit of Silence'. 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.

7.2 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.

7.3 I See, I Hear and I Feel

- Repeat the activities from 7.2.
- After the one-minute silence, talk about what silence looks and sounds 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?

7.4 I Understand

- Repeat the activities from 7.2.
- 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?



7.5 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?

8. Spit and Polish – Aasa's Shiny Shoes



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Aasa's Shiny Shoes

Aasa was very excited because he was going to take part in the Remembrance Day parade. Aasa loved parades. He loved the marching bands and he loved walking with his Squirrels Scout group. This year was his turn to carry the poppy wreath.

Aasa started to get his Squirrel uniform ready. He got his bright red Squirrels top out of his jumper drawer. He took a pair of grey trousers from his wardrobe. When he went to get his shoes, he noticed they were dirty and scuffed. "Oh no!" Aasa said disappointedly, "My shoes need to be clean and shiny for the parade!"

Aasa ran to his dad and asked, "Dad, how can I make my shoes shiny for the parade?" His dad smiled and said, "Let me show you a special trick called 'spit and polish'. It's what soldiers use to make their boots look like mirrors."

First, Aasa's dad gave him a soft cloth and a small tin of shoe polish. "Start by putting a little bit of polish on the cloth," he said. Aasa carefully dipped the cloth into the polish.

"Now, rub the polish on your shoes in small circles," his dad instructed. Aasa rubbed and rubbed, making sure to cover all the dirty spots and scratches. "Next", Aasa's dad said, "To make the shoes even shinier, you can use a tiny bit of spit. Just moisten the cloth a little bit and keep rubbing." Aasa was surprised when his dad said 'spit'. He giggled but followed his dad's instructions. He used a tiny bit of spit and continued to rub the cloth on his shoes.

Aasa worked very hard and his arm started to ache. "I'm not giving up," he thought, "I want to make them shine for the parade." After a while he looked at his shoes, they were starting to gleam! He kept polishing until his shoes were so shiny that he could see his reflection in them. "Wow!" Aasa exclaimed, "My shoes look amazing!" He was so pleased.

On the day of the parade, Aasa put on his uniform and his freshly polished shoes. He felt so proud as he marched with his friends, knowing he had worked hard to make his shoes shine. As Aasa marched, he saw the crowd with people waving. He smiled brightly, feeling happy and proud. Aasa realized that sometimes, a little bit of hard work can make something very special.

If you are, or have ever been involved in Squirrels or Beavers you may have taken part in a parade. Parades often involve a procession celebrating a special day or event. In a couple of weeks there will be a parade in many towns and cities across the United Kingdom to mark Remembrance Day. Before a parade, uniforms will be washed, ironed and shoes will be polished to make sure that those on parade will look their best.

During their training and throughout their time in the army, soldiers will take part in another type of parade. Soldiers gather together on a parade ground and practise marching and lining up. Parades allow soldiers to practise following instructions and to work as a team. Parades also allow officers to inspect the soldiers' uniform. Scouts and other organisations will also have similar types of parades. On some parades, the soldiers may not only be inspected by their officers, but they may also be inspected by members of the royal family.

Have you ever heard the term 'spit and polish'? Does anyone know what it means? The phrase comes from the way soldiers clean their boots before a parade. Soldiers' boots are expected to shine whilst on parade. There are many videos on YouTube teaching new cadets how to get their boots to shine using polish, cloth and their spit. A 'Buller' is the name given to a soldier who is good at polishing their boots. On the British Legion website, one describes how to polish a set of boots using spit and polish, in preparation for the Remembrance Day parades. The Buller explains that it could take up to three hours to polish a pair of boots. An experienced 'Buller' can polish a pair of boots in about two hours. That is a long time to polish a pair of boots. Using spit and polish to get a pair of boots ready for a parade will take a lot of time and effort as well as lots of polish and a bit of spit. Preparing for a parade will involve much more than cleaning and polishing a pair of boots. A soldier's uniform will need to be spotless. Soldiers will need to know the 'drill', or in other words, know the right way to march, turn and stand when they're on parade.

We may think that a soldier will not gain much from polishing boots, but imagine how impressive a lot of soldiers look whilst on parade. Think about the amount of time and effort it has taken for all those soldiers to clean and polish their boots? There is a proverb in the Bible that says 'all hard work brings a profit'. The phrase profit means 'what we gain'. We probably don't think that a soldier will gain much from polishing a pair of boots for two to three hours. During a parade, soldiers learn many important skills like teamwork and the ability to follow orders quickly. A parade will help a soldier to take pride in themselves and their fellow soldiers. A parade will build stamina and discipline. All of these skills are improved by a soldier putting in a bit of spit and polish. To put it another way, a soldier will profit from putting in the hard work.

The proverb says that 'all hard work brings a profit'. We may feel at school that we don't see the benefits from our hard work especially when we are stuck on a maths problem or are struggling to learn new words or letters. Learning at school is a little bit like building up the layers of polish on a boot. The skills and information we learn at school builds up. One skill leads onto the next. One target helps to move you on to the next. Counting to ten leads to counting to twenty and then a hundred. Mastering the two times tables makes the 4 four times tables easier to learn. Times tables make dividing easier to master. Reading small books with short words is an essential layer that is needed so that you can soon begin

to read larger books with bigger words. All the problems that we can go through being a friend can help us to be a better friend. We all benefit from hard work.

Reflection

Do you like hard work?

When have you worked hard?

How does hard work help us?

Have you ever been proud of your hard work?

How can you help others to be proud of their hard work?



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

Feeling Focus – Happy (excited), Sad (disappointed), Surprise and Love (like)



Subsidiary Focus – Hard Work and Resilience

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, surprise and love – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, surprise and love – 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 'Spit and Polish' or the story 'Aasa's Shiny Shoes' emphasise the feelings happy (excited), sad (disappointment), surprise and love (like). 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

- Recount the story 'Aasa's Shiny Shoes' 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), sad (disappointment), surprise and love (like). 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.
- 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.

8.3a I Feel

- Recount the story 'Aasa's Shiny Shoes' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy and excited face describe in a happy and excited voice that Aasa was so excited when he thought of the parade. His body felt like it wanted to jump around and he felt a bit jittery inside.
- Sad – whilst acting out a disappointed face describe in a disappointed voice that Aasa's shoulders slumped and he felt a bit heavy inside as he looked at his dirty shoes.
- Surprise – whilst acting out a slightly surprised face, describe in a slightly surprised voice that Aasa didn't expect his dad to say he should use spit. He wasn't sure he'd heard his dad correctly.
- Love - whilst acting out an interested face describe in a keen and interested voice that Aasa couldn't stop thinking about the Remembrance Day Parade. Aasa would imagine marching with his uniform in his head which made him feel happy inside.

8.3b I Feel

- Recount the story 'Aasa's Shiny Shoes' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy and excited face describe in a happy and excited voice that Aasa was so excited when he thought of the parade. His body felt like it wanted to jump around and he felt a bit jittery inside.
- Sad – whilst acting out a disappointed face describe in a disappointed voice that Aasa's shoulders slumped and he felt a bit heavy inside as he looked at his dirty shoes.
- Surprise – whilst acting out a slightly surprised face, describe in a slightly surprised voice that Aasa didn't expect his dad to say he should use spit. He wasn't sure he'd heard his dad correctly.
- Love - whilst acting out an interested face describe in a keen and interested voice that Aasa couldn't stop thinking about the Remembrance Day Parade. Aasa would imagine marching with his uniform in his head which made him feel happy 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 we felt today? **(see Variations of… *)**

8.4 I Understand

- Recount the story 'Aasa's Shiny Shoes' and ask the children to tell a partner their favourite part.
- Ask why the different characters felt sad, anger, fear and surprise.
- Happy/Excited – Aasa was so excited that he was taking part in the Remembrance Day Parade. He was looking forward to wearing his uniform, marching and carrying the Poppy Wreath.
- Sad/Disappointed – Aasa was disappointed when he saw his dirty shoes. He wanted to look his best for the parade.
- Surprise – Aasa was surprised when his dad said he should use a bit of spit to make his shoes shine. It made him feel a bit embarrassed.
- Love/Like – Aasa loved marching in the Squirrels Parades with all of his friends all wearing their Squirrels uniforms.

8.5 I Can

- Discuss the following questions related to hard work:
  - Have you ever polished shoes? Did it take three hours?
  - Are you amazed that polishing a set of boots could take that long?
  - Think about the benefits you have gained from hard work?
  - What do you need to put a bit of spit and polish (hard work) into?
  - Think about the proverb – 'You get good things from your hard work.' (Bible, Proverbs 14:23)
  - How did Aasa benefit from his hard work?
  - What do you need to work hard on today?
  - How can we work hard on being a good friend?



9. Bonfire Night – Tommy's Overcomes his Fear of Bonfire Night



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

There are many celebrations during the year that remember events that took place many years ago. In the UK and around the world, a number of these celebrations take place during Autumn. Sukkot is a Jewish festival that remembers Jewish ancestors living in tents looking for a land to call their own. Diwali is celebrated by lots of people. Diwali recalls the story of Rama and Sita. Some festivals like Sukkot and Diwali are on a different date each year. Other celebrations, like Halloween and All Saints Day, are celebrated on the same day each year. What day is Halloween? (31st October) When is All Saints' Day? (1st November)

Does anyone know what is celebrated on or around the 5th November? Does anyone celebrate Guy Fawkes or Bonfire Night? The events that are remembered during Bonfire Night took place a long time ago.

On the 5th November a man called Guy Fawkes was found in cellars underneath the Houses of Parliament with barrels full of gunpowder. He wanted to blow up the king and his government, but it had been stopped. It is said that celebration fires were lit across London when people realised the king had been saved. Originally Guy Fawkes Day was celebrated with church bell ringing, but it soon developed the practices that we still use today. Can anyone tell what happens today on or around Bonfire Night? What will you be doing (or what did you do) around the 5th November this year?

For many children, Bonfire Night can be a scary time. We are going to hear a story about how a boy called Tommy who overcame his fear of Bonfire Night.

Tommy Overcomes his Fear of Bonfire Night

Every year, as the 5th of November approached, Tommy's heart would fill with a mix of dread and fear. Bonfire Night was a time when his family went to the bonfire and firework display in the local park. But for Tommy, the loud bangs and sudden flashes of light were terrifying. Just the thought of it made him want to cry.

As the day of the celebration neared, Tommy's dad noticed his son's growing unease. "Tommy," he said gently, "why are you so afraid of the fireworks?" Tommy hesitated for a moment before replying, "They are so loud and scary. I don't like the way they make my heart race."

His dad knelt down to his level, looking

into his frightened eyes. "I understand, Tommy," he said. "But fireworks are not meant to scare us. They are meant to bring joy and wonder. How about we find a way to make them less scary for you?"

Tommy's dad decided to take him to the park during the day when the preparations for Bonfire Night were underway. The park was bustling with people setting up stalls, arranging wood for the bonfire, and preparing the fireworks. He introduced Tommy to Mrs Jenkins who was responsible for the fireworks display.

"It's nice to meet you, Tommy," Mrs Jenkins said with a warm smile. "Did you know that fireworks are like magic? They start as small, quiet things, and when they are lit, they transform into beautiful flowers in the sky." Tommy listened intently as Mrs Jenkins explained how fireworks worked. She showed him the different types of fireworks – the sparklers, the rockets, and the Catherine wheels. She even let Tommy hold a sparkler, which, when lit, sizzled and sparkled in his small hand. Tommy's fear began to melt away, replaced by curiosity and a sense of wonder.

When the sun had set, Tommy and his family went to the park. It was now filled with the excited chatter of families and the glow of the bonfire. Tommy clung to his dad's hand, his heart still pounding but with a touch of excitement. As the first firework soared into the night sky and burst into brilliant colours, Tommy felt a mix of fear and awe. He buried his face in his dad's coat, but his dad gently lifted him up, whispering, "Look, Tommy, look at the magic in the sky."

Tommy could see the sky filled with dazzling patterns of light. He saw how the colours danced and shimmered, how the crowd oohed and aahed with delight. The loud bangs still startled him, but with his dad's comforting presence, they seemed less frightening.

Throughout the night, Tommy's fear slowly transformed into joy. He began to see the fireworks not as terrifying explosions but as beautiful bursts of light and colour. By the end of the evening, as the last firework faded away, Tommy felt a sense of triumph. He had faced his fear and discovered the beauty and magic of fireworks. As they began to walk home. Tommy turned to his dad and said, "I think I'm sort of looking forward to next year's fireworks."

Bonfire night is a reminder of events that happened over four hundred years ago. Guy Fawkes had his part to play in the plot to blow up the houses of parliament, but he is just a small part of a much bigger story. The events of the original bonfire night would make a great film; they give us an insight into what people believed and how they lived. For some people, it is important to find out as much as they can about the events that are celebrated today, for others the celebration is about spending time with family and friends.

Reflection

What things are you really scared of?

Are there things that other people are scared of that you are not scared of? (Spiders, loud noises)

Have you been to a bonfire and firework display?

Can you enjoy something that makes you scared?

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

Feeling Focus – Happy and Fear



Subsidiary Focus – Celebrations

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***
- 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 'Bonfire Night' and the story 'Tommy Overcomes his Fear of Bonfire Night' emphasise the feelings 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.

9.2 I See, I Hear

- Recount the story 'Tommy Overcomes his Fear of Bonfire Night' 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.

9.3 I Feel

- Recount the story 'Tommy Overcomes his Fear of Bonfire Night' and ask the children to freezeframe a part of the story for somebody else to guess.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Fear – whist acting out a scared face describe in a scared voice that Tommy was scared when he thought about Bonfire Night. It made his heartbeat fast. The feelings of fear would grow from being small to being so big he wanted to cry.
- Happy – whist acting out a happy, relieved face describe in a happy relieved voice that Tommy began to enjoy the fireworks, instead of his heart beating fast because he was scared, it might have beat fast because he was excited. He was amazed with the colours that filled the sky when the fireworks exploded.
- 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… *)**

9.4 I Understand

- Recount the story 'Tommy Overcomes his Fear of Bonfire Night' and ask the children to tell a partner their favourite part.
- Why was Tommy scared when he thought about Bonfire Night?
- Fear – Tommy was scared when he thought about the loud noises that the fireworks made.
- Happy – Tommy began to feel happy and start to enjoy the fireworks when he understood how they worked.
- What did Tommy's dad do to help Tommy overcome his fear of fireworks:
    - Tommy's dad looked into his eyes and said that he understood that fireworks can be scary.
    - Tommy's dad and Mrs Jenkins explained how fireworks work.
    - Mrs Jenkins explained how fireworks start small and quiet and grow into beautiful flowers in the sky.
    - Tommy held his dad's hand, it made him feel brave.
    - Tommy liked this and his fear began to melt away.

9.5 I Can

- Use a puppet to pretend to be Tommy.
- Explain that Tommy is scared of the fireworks.
- Ask the children what happened in the story that helped change Tommy's fear of fireworks into excitement and wonder.
    - Tommy's dad looked into his eyes and said that he understood that fireworks can be scary.
    - Tommy's dad and Mrs Jenkins explained how fireworks work.
    - Mrs Jenkins explained how fireworks start small and quiet and grow into beautiful flowers in the sky.
    - Tommy held his dad's hand, it made him feel brave.
    - Tommy liked this and his fear began to melt away.
- What could we do the next time we get scared of something that other adults and children say there is no reason to be scared?

10. Remembrance Day – Aasa and the Remembrance Day Parade



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

This/or last Sunday is/was a very important day in our country. Can anyone tell me what it is/was called? Last week we thought about events that take place now to remember events in the past. We thought about how bonfire night is celebrated across the UK. The 11th November is called Remembrance Day. But it is probably wrong to think of Remembrance Day as a celebration. Instead, we use a different word. 'Commemorate' means that we think something in the past is important, but it may be too sad to celebrate. Can anyone tell me what Remembrance Day commemorates? World Wars One and Two are important events that our country has been involved in. We may want to remember particular battles or specific soldiers and what they did. We commemorate or remember the events that took place, so that we can be thankful for those who gave their lives to protect us and as a reminder to work hard to avoid war in the future.

We are going to hear a story about Aasa to find out what many people do on Remembrance Sunday.

Aasa and the Remembrance Day Parade

Aasa felt so proud. He was dressed in his Squirrel Scout uniform. His shoes shined and he was wearing a bright red poppy. He was walking as part of the procession carrying a poppy wreath in the Remembrance Day Parade. In front of them was a local company of soldiers all marching in time. Aasa could hear the sound of the brass band. He tried to walk in time with the music (and the soldiers) but he couldn't seem to match the speed of his feet with the beat of the big bass drum.

The police had closed the roads in his town. Aasa thought it was funny that the parade took them through the high street which was normally full of cars. As they approached the war memorial, Aasa noticed some older people lined up. They were smartly dressed and they had lots of medals across their chest. Some were in wheelchairs and others stood. They all saluted the soldiers as they walked by.

Those that were carrying the poppy wreaths laid them at the bottom of the war memorial. Aasa put his wreath amongst the others. He looked up at the memorial, it had lots of names written on it. He found out later that they were soldiers that had died during World War 1. Once the procession had finished, the soldiers, the bands and everyone else stood around the memorial. A vicar, dressed in her black and white robes stood up in front of a

microphone and said some words about remembering the soldiers who had died during different wars.

At 11 o'clock the bells of the big church rang out. Aasa noticed a solider walk up to the memorial. The solider raised a bugle to his lips and played a tune that Aasa thought sounded very sad. Everyone remained silent until the solider played another tune on the bugle. One of the older men with lots of medals said a sort of poem and then the vicar prayed a prayer. The Vicar reminded the crowd about the Remembrance Day church service and that everyone was welcome.

Aasa's family came walking over with big smiles all over their faces. "Well done," said Aasa's dad as they walked towards the church entrance, "We are very proud of you!"

Can anyone tell me what sort of things we do to commemorate Remembrance Day? Many of them were included in the story about Aasa and the Remembrance Day parade.

- Remembrance Day Parades
- Brass bands may march in the Parades
- There is a festival of Remembrance
- There is a two-minute silence
- Church services are held to remember soldiers who fought in different wars
- Poppies are worn around the time of the11th November
- Poppy wreaths are put in special places in villages, towns and cities all over the UK
- The Last Post is played
- Mention if your school is or was involved in a Remembrance Day parade.

Poppies are worn at this time of year, but why do we wear them and what are they for? A poem, written during World War 1 described a bright red flower, called a poppy, growing on the battlefields where the soldiers fought. A few years later an American lady called Moina Belle Michael started making and selling poppies to raise money to help those soldiers who had been injured during the war.

The first Poppy Appeal in the UK was held in 1921 by The Royal British Legion. Red silk poppies were sold raising £106,000 to help soldiers find jobs and housing after World War One. The following year a man named Major George Howson set up the Poppy Factory giving jobs to disabled soldiers. The factory in Aylesford in Kent makes millions of poppies each year.

The poppy has become an important symbol of remembrance and hope and it is worn by millions of people across the world at this time of year. It is a symbol of remembrance because it reminds us of the poppies that grew on the battlefields of World War One where many soldiers lost their lives. It is a symbol of hope because the beautiful flowers grew quickly after the horrors of war. It is a reminder that good things happen after or even at the same time as really bad things.

Reflection

Think about (remember) a good thing that has happened to you in the past.

Think about (remember) a bad thing that has happened to you in the past.

Remembering things in the past can make us happy or sad.

Remembering bad things, like war or even how we feel when we someone has been unkind, can help us to work to stop those things happening again in the future.



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' and the story 'Aasa and the Remembrance Day Parade'. 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:
  - Being quiet is important during Remembrance Day commemorations. People are silent to help them to think about peace. Peace and calm would have been so important to soldiers after the noise of guns and bombs during the war. This week we are going to remind ourselves why peace and calm is still so important to us today.
  - 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

- Retell the story 'Aasa and the Remembrance Day Parade.'
- Can anyone remember the sort of things we do to commemorate Remembrance Day? Many of them were included in the story about Aasa and the Remembrance Day parade.
  - Remembrance Day Parades
  - Brass bands may march in the Parades
  - There is a festival of Remembrance
  - There is a two-minute silence
  - Church services are held to remember soldiers who fought in different wars
  - Poppies are worn around the time of the11th November
  - Poppy wreaths are put in special places in villages, towns and cities all over the UK
  - The Last Post is played
  - Mention if your school is or was involved in a Remembrance Day parade.

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. The Flying Problem – The Great Paper Plane Race



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 purple. 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 heard about a man named Nehemiah who had a problem to solve. Can anyone remember what the problem was? He had to rebuild the walls around the city of Jerusalem. Today we are going to be thinking about two brothers that made the first aeroplane. They called this the flying problem. Before we hear about them we are going to listen to a story about Jess and Jamie and the Great Paper Plane Race.

The Great Paper Plane Race

Jess and Jamie arrived home on Friday after school and excitedly announced to their dad that they had to build a paper plane. Mr Stephens had challenged them to see who could make a paper plane that could go the furthest. Mr Stephens called it the 'Great Paper Plane Race'. They had the weekend to make their planes. The race was on Monday. Mr Stephens encouraged them to look on the internet, research YouTube and include their parents, brothers, sisters and anyone else that could help them make the best paper plane.

Jamie had been making planes for as long as he could remember. He'd got a book of paper plane designs as a birthday present a few years ago. His favourite was the 'Dart'. It was simple to make, streamlined and he knew it flew well. Jamie took a piece of paper, folded it and then went on to decorate it. Jamie had a book of jet planes from around the world. He coloured in his plane to look like a 'Red Arrow'. It took him ages and he was sure his plane would win.

Jess hadn't made a paper plane before. She asked her dad who suggested they watch a few YouTube videos on different types of paper planes. She found that the world record for the longest flight for a paper plane took four months of testing. Dad said they only had a weekend and suggested using a design called the 'Glider'. It was a difficult design to make. Jess used up quite a lot of paper before she had mastered it. It was late on Sunday before she had made a plane that she was happy with.

Jess hadn't time to decorate it. Jamie joked saying that Jess' plane looked like a plain plane. That annoyed Jess.

Monday morning arrived and Mr Stephens had them place the planes on a table in the school hall. They would race them after breaktime. All the children were excited. After break, the children showed each other their paper planes. Everyone was impressed with Jamie's red arrow. He was first to throw, and wow, what a throw, it went far. Halfway across the school hall before sliding along the floor eventually coming to a rest. Mr Stephens moved it back to where it hit the floor. We're testing its flying ability he told Jamie. Eventually it was Jess' turn. Jamie was still in the lead. Jess threw her plain plane just right, her glider design soared through the air. It was still quite high in the air when it passed Jamie's red arrow. It came down and landed softly well ahead of everyone else. Jess was delighted. Her plain plane had won the Great Paper Plane Race.

People have always wanted to fly. A long time ago, they made kites, and even tried to build flying machines. More than 200 years ago, two brothers flew a hot air balloon over Paris. They were called the Montgolfier brothers. Kites and gliders have been flying for a long time too. Gliders are special types of aircraft that can fly without an engine, kind of like a big paper aeroplane.

In 1903, two American brothers named Wilbur and Orville Wright built the first aeroplane that could carry a person and fly by itself. On December 17th, Orville flew the plane for the first time. He flew for about 53 meters, which is about the length of half a football field. Then Wilbur took a turn and flew a little further. After practicing, they managed to fly their plane over two football pitches.

The Wright brothers worked very hard to figure out how to make an aeroplane that could be controlled properly. They called it 'the flying problem'. Just like riding a bike, they knew that balance was important for flying. They spent four years making and testing kites and gliders before they made their successful powered flight.

They travelled a long way from their home in Dayton, Ohio, to a place called Kitty Hawk in North Carolina, to test their new aeroplane. They called it Flyer 1. After the fourth flight whilst on the ground, a strong gust of wind caught the aeroplane, turned it over and damaged the plane. They went back home to Dayton and started working on a new plane. They managed to fly their new aeroplane around an airfield near their home. They kept learning and improving, and by 1905, their aeroplane flew nearly 25 miles and reached 15 meters off the ground.

The Wright brothers were inspired by other people's ideas and inventions. They learned from others and used that knowledge to solve the "flying problem." They worked hard to put what they learned to make their planes better, to fly longer and higher. They sold their aeroplanes to the American army and also in Europe.

Reflection

What have you made that you are really proud of?

What problem have you solved this week or last week?

What have others done to help you when you got stuck?

How have you helped other solve a problem?

What can we do to help other people today?



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

Feeling Focus – Happy (excited and delighted) and Anger (annoyed)



Subsidiary Focus – Problem Solving

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy and anger – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy 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 'The Flying Problem' or the story 'The Great Paper Plane Race' emphasise the feelings happy (excited and delighted) and anger (annoyed). 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 'The Great Paper Plane Race' 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 delighted) and anger (annoyed). 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 (excited and delighted) and anger (annoyed). 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 'The Great Paper Plane Race' by asking the children to act out a part they can remember. Ask the children to tell a partner a part that made them happy. Was there a part that made them feel annoyed?
- Use the following to describe how Jess and Jamie felt during the story **(also see 'I Feel Descriptions')**.
- Happy/Excited – whilst acting out an excited face describe in an excited voice that Jess and Jamie just had to tell everyone about The Great Paper Plane Race. It made them feel all muddled inside. Ask the children how they think Jess and Jamie might have felt inside?
- Anger/Annoyed – whilst acting out an annoyed face describe in a slightly annoyed voice that Jess might have felt her happiness drain away when Jamie called her paper plane a bit plain. Jamie may have felt the same when Jess' plane flew past his to win the race.
- Happy/Delighted – whilst acting out a delighted face describe in a delighted voice that Jess was very happy that she had won the race, she wanted to jump for joy.

11.4a I Understand

- Recount the story 'The Great Paper Plane Race' and ask the children to tell a partner their favourite part.
- Explain that Jess and Jamie may have felt excited, annoyed and delighted because:
- Happy/Excited – Jess and Jamie were excited because they were going to take part in The Great Paper Plane Race.
- Anger/Annoyed – Jess was annoyed because Jamie called her plane, plain. Jamie was annoyed because he was beaten in the race after leading it for so long.
- Happy/Delighted – Jess was delighted because her hard work paid off and she won The Great Paper Plane Race.

11.4a I Understand

- Recount the story 'The Great Paper Plane Race' and ask the children to tell a partner their favourite part.
- Ask the children to explain why Jess and Jamie may have felt excited, annoyed and delighted.
- Happy/Excited – Jess and Jamie were excited because they were going to take part in The Great Paper Plane Race.
- Anger/Annoyed – Jess was annoyed because Jamie called her plane, plain. Jamie was annoyed because he was beaten in the race after leading it for so long.
- Happy/Delighted – Jess was delighted because her hard work paid off and she won The Great Paper Plane Race.

11.5 I Can

- Using a puppet, pretend to be Jess. Describe the story 'The Great Paper Plane Race' from her point of view. Ask the children to think about what Jess did to help her do so well in the race.
  - Research good paper plane designs.
  - Ask her dad to help her.
  - Practise making the plane.
  - Practise flying the plane.



12. Advent – Lucas' Advent 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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Lucas's Advent traditions

Lucas was very excited. It was the first day of December and it was time to open the first window on his Advent Calendar. Lucas' Grandad reminded Lucas that Advent had actually started a few days earlier. Advent always starts on the fourth Sunday before Christmas Day and Lucas had gone with his Grandad to their local Roman Catholic Church to celebrate Advent Sunday.

At school, Miss Garcia had asked them to talk about something that they only do at this time of year. Lucas thought talked about Advent Sunday and his calendar. Ajay explained that when his Grandma visited from India, they would often go without food on different days during Advent. Nusiba said that she didn't celebrate Advent or Christmas because she was a Muslim, but she loved it when Muslim festivals were celebrated during December. The dates changed each year, but she really liked 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 decorating the house at the beginning of December.

Miss Garcia showed the class pictures of how Advent was celebrated in different countries around the world. In some towns in Switzerland, shops and homes would each decorate a window and each evening carols would be sung in front of a different window. In the Philippines, a special star shaped lantern called a Parol would be used to decorate homes. In Mexico children would parade the streets pretending to be Mary and Joseph looking for somewhere to stay. They would go to a different house, sing carols, listen to Bible stories and get some sweets. In Ireland red candles are placed in the window to help Mary and Joseph find somewhere to stay.

That evening, Lucas told his Grandad all about the Advent traditions that he had learned about at school. Grandad told Lucas that when he was a child growing up in Brazil they used to tell a story called 'Los Pastores' about female shepherds hunting for the baby Jesus

because he had been kidnapped. It ends with a rooster crowing to tell everyone that the church Advent service had started.

That evening Lucas, who was now very excited told his dad and grandad all about the different things he'd learned about Advent. His grandad told Lucas that it reminded him of watching the story of Los Pastores when he was a boy growing up in Brazil. It was a play about the adventures of some shepherds on the search for Jesus. 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. Lucas yawned, "I can't wait to open the last day of my Advent calendar," he said, "because then it will be Christmas." Lucas then fell fast asleep.

Have you ever really, really wanted something to happen? What was it, and how did you feel when it finally happened? Around the UK at this time of year, we start to see trees, decorations, sparkly lights, party food, and presents in shops. Do you know why? It's because Christmas is coming! Some of you might even get an advent calendar this year.

The word "Advent" means waiting for something very special. Advent calendars have 24 windows because there are 24 days in December leading up to Christmas. Some calendars have a 25th window, but the real Advent calendars stop at 24 because they are all about the waiting time before Christmas.

For many Christians, Advent doesn't start on the 1st of December. Instead, churches have a special service to celebrate the beginning of Advent on the fourth Sunday before Christmas. This is also the start of the Christian year. Just like the school year begins in September when you start a new class, the Church year begins with Advent, celebrating the events leading to Jesus' birth.

Advent starts on the fourth Sunday before Christmas. Sometimes it is 22 days long, and other times it is up to 28 days long. You can buy Advent calendars with 28 windows! Although Jesus lived around 2,000 years ago, the date for Christmas was not set until about 300 years later. The Roman Emperor Constantine chose December 25th to celebrate Jesus' birth in 336 AD/CE. A few years later, Pope Julius I decided that Jesus would always be celebrated on that date, but not all Christians celebrate on December 25th.

Over the last 1,400 years, Advent traditions have changed. Christians used to fast (go without food) during part of Advent. Some still do this today. There are traditions that some churches do during Advent. The Vicar or Priest wears purple or royal blue clothing. There are no flowers to decorate the church, instead there is an Advent crown made of evergreen plants like holly or ivy. The Advent crown has four coloured candles, one for each Sunday of Advent. The candles stand for hope, peace, love, and joy. A white candle in the middle is lit on Christmas Day to represent Jesus. Children make Christingles because Jesus is often called 'the light of the world'. People read Bible passages about the events leading up to Jesus' birth.

Today, people celebrate Advent and Christmas in many ways, whether they are Christians or not. Here are some things people do to get ready for Christmas:

- Buy a Christmas tree.
- Decorate the tree.
- Use an advent calendar.



- Decorate the house.
- Light advent candles.
- Make or buy Christmas cards.
- Clean the house.
- Sing Christmas carols and songs.
- Give money to charity.
- Watch school nativity plays.
- Buy and wrap presents for others.
- Write letters to Father Christmas.
- Be extra nice!

Advent is a time when waiting is celebrated. For Christians, waiting for Jesus' birth is very important, and they also consider the waiting time to be special.

Reflection

Do you like waiting?

What advent traditions can you remember from the story?

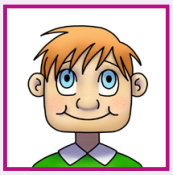
Waiting is something we all need to do.

How do we become better at waiting?



Activities: Approx. 3-7 years

Feeling Focus – Happy (excited)



Subsidiary Focus – Advent 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.*

12.1 I See, I Hear

- Whilst presenting the assembly 'Advent' or telling the story 'Lucas's Advent 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.

12.2 I See, I Hear

- Recount the story 'Lucas's Advent 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.
- 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.

12.3 I Feel – I Understand

- Recount the story 'Lucas's Advent Traditions' and ask the children to freezeframe a part of the story for somebody else to guess.
- 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 the Christmas season. Advent and the lead up to Christmas had begun.

12.4 I Understand

- Is there anything that you do in December that you only do at this time of year?
- Today, people celebrate Advent and Christmas in many ways, whether they are Christians or not. Can we make a list of some things people do during Advent. What can you remember from our Assembly?
    - Buy a Christmas tree.
    - Decorate the tree.
    - Use an advent calendar.
    - Decorate the house.
    - Light advent candles.
    - Make or buy Christmas cards.
    - Clean the house.
    - Sing Christmas carols and songs.
    - Give money to charity.
    - Watch school nativity plays.
    - Buy and wrap presents for others.
    - Write letters to Father Christmas.
    - Be extra nice!

12.5 I Can

- Recount the story 'Lucas's Advent 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.
- Could we practise talking in a really slow and calming voice.
- 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?

13. Prepare to Wait – Tortoise and the Hare



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

The Tortoise and the Hare

Once upon a time there was a tortoise and a hare. The hare was the fastest animal in the woods and he challenged all the other animals to a race. No animal would volunteer because they thought the race was unfair. The hare kept asking until the tortoise accepted. The tortoise took a week to train and prepare for the race. She practised her starts, she walked the route, she exercised and ate well. The race started and the hare shot off but even though the tortoise was walking as fast as she could the hare was just too quick. The hare thought to himself, I'm so fast and the tortoise is so slow, I could take a rest and still beat her. Not far from the finish line the hare sat down, it was a hot and sunny day and he soon felt drowsy and fell asleep. When the hare awoke, he looked towards the start line, but the tortoise was nowhere to be seen, turning to the finish the hare was surprised to see the tortoise. The hare was angry with himself, and he ran as fast as he could, but it was no good. The other animals were so happy, they cheered as the tortoise crossed the finish line.

Who has heard this story before? Last week we heard about Lucas' Advent Traditions. Advent is a time when people wait for Christmas. But it is also a time when people get ready for Christmas. What do you think people do to get ready for Christmas? Maybe they buy a turkey, wrap presents, or visit Father Christmas? In our story, the tortoise took a week to get ready for the race. I wonder how she got ready? Maybe she thought, "I'll get stronger even if I don't win the race." She practiced and got ready, even though she probably didn't think she would win. The hare waited when he should have kept going. Sometimes waiting is good, like when we wait to take turns. But sometimes waiting is not good, like when the hare was showing off and not racing. Sometimes we wait for the teacher to help us, but we can also try to find the answer ourselves.

For many people (Christian or non-Christian), Advent is a time of waiting, but it is also time to get ready for something special, like Christmas. What does "get ready" mean? It means doing things to prepare. Like when you help make dinner. First you get all the ingredients ready then you peel the potatoes, then chop them and then cook them. Even waiting for a

bus means you have to be ready by buying your ticket.

For many Christians, Advent reminds them of waiting for Jesus to be born and getting ready to celebrate his birthday at Christmas. They also believe Jesus will come back one day, so Advent helps them remember and prepare.

Ask the teachers… have any of you finished getting ready for Christmas. Have you bought all the presents or sent out your cards? Some people start early so they can enjoy Christmas without worrying that they will run out of time.

There is a story in the Bible called the Parable of the Ten Bridesmaids. It's about getting ready too. At a wedding, ten bridesmaids waited for the groom to come. They had oil lamps to light the way, but the groom was late. Five bridesmaids brought extra oil, but the other five didn't. When their oil ran out, the five who weren't ready missed the wedding because they had to go and buy more oil.

Jesus called the bridesmaids who brought extra oil "wise" because they were ready. The others were called "foolish" because they weren't prepared. Waiting and getting ready are important during Advent, but they are also important in school too. Nursery gets us ready for infant school, then we get ready for junior school, and so on. Like the wise bridesmaids, we should use our time to get ready for what's next. So, how well do we prepare? Do we work hard now so we can be ready later?

Reflection

Would you rather be the tortoise or the hare?

What celebrations have you been to? (a wedding, a religious celebration, a birthday)

How did you get ready for the celebration?

How did you get ready for coming to school today?

How can you get better at 'getting ready'?



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

Feeling Focus – Happy, Anger (annoyed), Fear (nervous) and Surprise



Subsidiary Focus – Advent

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

13.1 I See, I Hear

- Whilst presenting the assembly 'Prepare to Wait' and the story 'The Tortoise and the Hare' emphasise the happy, anger (annoyed), fear (nervous) 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 'The Tortoise and the Hare' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, anger (annoyed), fear (nervous) 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.
- For each part of the story pause and over emphasise the feelings happy, anger (annoyed), fear (nervous) 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.

13.3 I Feel

- Recount the story of 'The Tortoise and the Hare' and ask the children to tell their partner which part of the story they liked the best and which part they liked the least.
- Use the following to describe how the characters felt during the story **(also see 'I Feel Descriptions')**.
- Fear – whilst acting out a nervous face, describe in a nervous voice that the tortoise may have felt a little nervous thinking about racing the hare. Her belly started to feel funny and she couldn't stop thinking about messing up the race. She wished she hadn't suggested the race.
- Surprise – whilst acting out a surprised face, describe in a surprised voice that the hare wasn't expecting to see the tortoise by the finish line. His stomach had a fluttery feeling and his eyes couldn't believe what he was seeing. The surprise turned to disappointment when he realised she was going to win the race.
- Anger – whilst acting out an annoyed face, describe in an angry annoyed voice that the hare felt his cheeks go red and he clenched his first. The hare was angry with himself for falling asleep and losing a race that he should have easily won.
- Happy – whilst acting out an excited face, describe in a happy and excited voice that the animals were delighted that tortoise had won the race. They jumped for joy and it felt good inside.

13.4a I Understand

- Recount the story 'The Tortoise and the Hare' and ask the children to freezeframe one part for others to guess the part of the story.
- Use the following to help the children understand why different characters in the story felt fear, surprise, angry or happy. Children copy and practise showing the feelings on their faces.
- Fear/Nervous – the tortoise may have felt a little nervous thinking about racing the hare. Her belly started to feel funny and she couldn't stop thinking about messing up the race. She wished she hadn't suggested the race.
- Surprise – the hare was surprised because he wasn't expecting to see the tortoise by the finish line. The surprise turned to disappointment when he realised she was going to win the race.
- Anger/Annoyed – The hare was angry with himself for falling asleep and losing a race that he should have easily won.
- Happy – the animals were delighted that tortoise had won the race.

13.4b I Understand

- Recount the story 'The Tortoise and the Hare' and ask the children to freezeframe one part for others to guess the part of the story.
- Ask the children why different characters in the story felt fear, surprise, angry or happy. Children copy and practise showing the feelings on their faces.
- Fear/Nervous – the tortoise may have felt a little nervous thinking about racing the hare. Her belly started to feel funny and she couldn't stop thinking about messing up the race. She wished she hadn't suggested the race.
- Surprise – the hare was surprised because he wasn't expecting to see the tortoise by the finish line. The surprise turned to disappointment when he realised she was going to win the race.
- Anger/Annoyed – The hare was angry with himself for falling asleep and losing a race that he should have easily won.
- Happy – the animals were delighted that tortoise had won the race.

13.5 I Can

- Using a puppet pretending to be the hare and the tortoise explain how they felt during the different parts of the story.
- Fear/nervous – the tortoise may have felt a little nervous thinking about racing the hare. Her belly started to feel funny and she couldn't stop thinking about messing up the race. She wished she hadn't suggested the race. What could she have done when she felt nervous? Tortoise could have thought about something else, listened to music or played a game.
- Anger/annoyed – The hare was angry with himself for falling asleep and losing a race that he should have easily won. What could or should he have done?
- For many people Advent is a time of waiting, but it is also time to get ready for something special, like Christmas. What does "get ready" mean? It means doing things to prepare. Can you think of a time when you have needed to get ready?
    - Washing your hands before dinner.
    - Get dressed ready for school.
    - Put on your shoes before going out the house.
    - Decorating the house before Christmas (see the list from last week).
- For many Christians, Advent reminds them of waiting for Jesus to be born and getting ready to celebrate his birthday at Christmas. They also believe Jesus will come back one day, so Advent helps them remember and prepare. Waiting and getting ready are important during Advent, but they are also important at other time as well. Nursery gets us ready for infant school, then we get ready for junior school, and so on.



14. Trust – Peter Walks on Water



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Choose one of the following trust games:

1. Prepare a suitably able teacher to catch a volunteer pupil or teacher falling backwards.
2. Set out 4 chairs 1 meter apart and guide a blindfolded volunteer either by your voice or by hand to slalom through the chairs and back.

This week we are going to think about a quality that is really important in our friendships. I am going to see if you can guess which quality it is. ***Present one of the trust games.***

Can anyone tell me what quality we were practicing just then? We are going to hear a story from a person called Peter all to do with trust.

Peter Walks on Water

Hi, my name is Peter. I am one of Jesus' friends, they call me one of his disciples. I have been following him for a while now, travelling around with him, listening to his teachings and watching his miracles. Well, you will never believe what happened to me last night. We were helping Jesus feed a huge crowd of people with only five loaves and two fish, which is a surprising story in itself. Once all the crowd had eaten, Jesus asked me and the other disciples to get into our boat. He said he would meet us on the other side of the Sea of Galilee in a place called Bethsaida. He was going to wait for the crowd to go and then have his own time out.

Although the Sea of Galilee is an enormous lake and it takes a while to cross. There was a strong wind coming straight at us and we were struggling to keep the boat moving. Just before dawn, we could see a shadow on the water walking past the boat. Some of the other disciples were scared, they thought they could see a ghost. I looked closer and realised that it was Jesus walking, yes I said walking. I was so surprised, he was walking on water. I don't know what came over me, but the first thing I said was "Jesus if that's you, tell me to come to you on the water." Well, he did. He's done so many miracles that I thought this is my turn. I climbed out of the boat and placed one foot on the water, and well, it stayed on top. I placed my other foot on the water and it did the same. I was looking at Jesus all the time, placing one foot in front of the other. It was amazing! As



I got closer to Jesus, I could hear the wind around me. I was getting further away from the safety of the boat. As I looked around me I became scared and started to sink. I cried out to Jesus to save me. He reached out and caught me and we both climbed into the safety of the boat. I was so relieved when we reached the other side of the lake.

Trust appears in many places in this account of Peter. Firstly, Peter believed that Jesus was going to meet him and the other disciples on the other side of the Sea of Galilee. Peter and the other disciples placed their trust in the boat, confident that it would carry them on the water. They trusted in their ability to row across the large lake of water. Probably the most important part of the story is when Peter got out of the boat to walk on the water.

Ask a pupil to sit on a normal chair, make it seem as if the chair is broken, is the pupil confident that it will take their weight without breaking or will they be a little hesitant sitting down?

Trust and confidence go hand in hand. If I trust that the chair will carry my weight I will sit down confidently. If I don't trust the chair will carry my weight I will sit down carefully. Peter lost his confidence and started to sink. That can happen to us in lots of things that we do. Imagine if you thought that your bicycle would break up if you were riding it fast even if you knew it is in good working order. What if you were in a test and didn't believe you could use a maths skill that you had been taught and were using just a week earlier. Like Peter, losing our confidence can make us feel as if we are beginning to sink.

Friendships are built on trust. We should be able to trust that friends won't hurt us, that they want the best for us. Trust is believing that friends will do what they say they will do. Confidence in those around us will allow us to work well as a team or a class or a community. This week we will explore why trust is important and the impact it can have on our friendships.

Reflection

Would you get out of the boat if you saw Jesus walking on water?

How sacred would Peter have felt walking on the water and watching the stormy weather?

Do you have friends that you trust?

Are you a friend that others can trust?

How can you be a better friend?



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

Feeling Focus – Happy (relieved), Fear (scared) and Surprise



Subsidiary Focus – Trust

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

14.1 I See, I Hear

- Whilst presenting the assembly 'Trust' or the story 'Peter Walks on Water' emphasise the feelings happy (relieved), 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 'Peter Walks on Water' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feeling happy (relieved), fear and surprise. 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.
- 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.

14.3 I Feel

- Recount the story 'Peter Walks on Water' and ask the children to freezeframe a part of the story for somebody else to guess.
- Use the following to describe how Peter felt during the story **(also see 'I Feel Descriptions')**.
- Surprise – whilst acting out a surprised face, describe in a surprised voice that Peter couldn't believe it when Jesus turned just a few bits of bread and some fish into food that fed over five thousand people. He didn't know what to say, other than wow. He couldn't believe that Jesus was walking on water it made him speechless (for a bit).
- Fear/scared – whilst acting out a scared face, describe in a scared voice that the disciples may have been very scared when they thought they had seen a ghost, (but it was only Jesus). They may have felt like their bodies had frozen to the spot. Their hands were sweaty, their hearts would be beating very fast and they could hear it beating. They didn't know whether to stay or to run away.
- Happy/relieved – whilst acting out a relieved face, describe in a relieved voice that the disciples relaxed, their hearts slowed down and their bodies felt free when they found out it was Jesus and not a ghost.
- Fear/scared – whilst acting out a scared face, describe in a scared voice that Peter was scared when walking on water and he saw the stormy sea. His body may have frozen to the spot, his heart would have started beating very fast.
- Happy/relieved – whilst acting out a relieved face, describe in a relieved voice that Peter relaxed, his heart slowed down and his body began to unfreeze when Jesus reached out and saved him.

14.4a I Understand

- Recount the story of 'Peter Walks on Water' 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 surprised, scared or relieved. Children copy and practise showing the feelings on their faces.
- Surprise – Peter couldn't believe it when Jesus turned just a few bits of bread and some fish into food that fed over five thousand people and he couldn't believe that Jesus was walking on water it made him speechless (for a bit).
- Fear/scared – the disciples may have been very scared when they thought they had seen a ghost, (but it was only Jesus).
- Happy/relieved – they were relieved when they found out it was Jesus and not a ghost.
- Fear/scared – Peter was scared when walking on water and he saw the stormy sea with the waves coming towards him and the sound of the wind.
- Happy/relieved – Peter relaxed, he was relieved when Jesus reached out and saved him.

14.4b I Understand

- Recount the story of 'Peter Walks on Water' 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 surprised, scared or relieved. Children copy and practise showing the feelings on their faces.
- Surprise – Peter couldn't believe it when Jesus turned just a few bits of bread and some fish into food that fed over five thousand people and he couldn't believe that Jesus was walking on water it made him speechless (for a bit).
- Fear/scared – the disciples may have been very scared when they thought they had seen a ghost, (but it was only Jesus).
- Happy/relieved – they were relieved when they found out it was Jesus and not a ghost.
- Fear/scared – Peter was scared when walking on water and he saw the stormy sea with the waves coming towards him and the sound of the wind.
- Happy/relieved – Peter relaxed, he was relieved when Jesus reached out and saved him.

14.5 I Can

Use a puppet, pretending to be the boy who cried wolf. Once the story has been told. Ask the children what the boy should have done so that the villagers could have had trust in the boy.

Once upon a time there was a boy whose job was to look after sheep for a small village. He was there to look out for dangers like wolves and other dangerous animals that roamed the countryside and occasionally attacked the sheep. The village had given him a bell and he was told that he should ring it if ever he saw such a beast. The boy had performed his job perfectly for weeks, but he hadn't seen any sign of a beast and now he was bored. Bored of sitting and watching, bored of sitting and listening and bored of sitting and waiting for something that might never happen. A thought appeared in his head, 'I know that there is no wolf around but what if I shouted 'wolf', I wonder what would happen?' At that the boy jumped up, grabbed the bell and ran into the village shouting 'wolf, wolf', at the top of his voice and ringing the bell as loud as he could. Well, the village was in uproar, the men of the village ran out with their guns to see off the dangerous wolf. The boy walked behind them laughing to himself. "The wolf must have run off," said the boy to the villagers.

A few days later the boy was again bored of sitting and watching, waiting and listening and he again decided to alert the villagers even though no danger had presented itself. "Wolf wolf," the boy shouted at the top of his voice running into the village ringing his bell. The villagers were in uproar once again running out to see off the wolf. Again, they found nothing but grazing sheep and again the boy walked behind. "Honestly" said the boy, "it must have run off again."

It was only a few days later when the boy again ran into the village shouting and ringing his bell. The villagers didn't seem quite as alarmed this time, but they went to see if the danger was real. This time the boy couldn't keep it in, he laughed as he walked behind them. He received no thanks from the villagers as they walked past him grumbling.

A few weeks past and the boy was again in the fields looking after the sheep when he heard a wolf creeping through some long grass. He looked hard and he saw a wolf heading towards the sheep. He picked up the bell and ran into the village shouting wolf, but to his dismay the villagers ignored his cry! It didn't end well for the boy or the sheep.

Trust is being able to rely on someone to do what they say they will do or do what they have been asked to do. The actions of the boy meant that the villagers did not trust what he said. When he didn't need their trust, the villagers believed him, but because he lied, the villagers didn't trust him when it really mattered. Our actions are important if we want others to trust what we say.



15. Christmas – Kind St Nicholas



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

When does Advent finish? (Christmas Eve) Does anyone use an advent calendar to count down the days to Christmas? Does anyone know how many days of Advent are left? Do you start your Advent calendar at number one or at twenty-four? Most people, me included, will open the first window of an advent calendar on the first of December, my calendar tells me what day of December it is. There are people who open the twenty fourth window on the first of December, then the twenty third window on the second of December. Why do you think they open the calendar this way? Opening a calendar this way will help them know how many days are left till Christmas.

Has anyone heard the poem 'Twas the Night Before Christmas'? This is the first verse:

'Twas the night before Christmas, when all through the house

Not a creature was stirring, not even a mouse;

The stockings were hung by the chimney with care,

In hopes that St. Nicholas soon would be there;

"Twas the Night Before Christmas" is a poem that was written a long time ago. It used to be called "A Visit from Saint Nicholas". Father Christmas has worn lots of different Christmas outfits over the years. It is thought that this poem inspired him to re-style himself into the Santa Claus that many know and love today. The poem includes the name Saint Nicholas. There are many traditions and legends as to how Father Christmas began his now world-famous gift giving visit around the world. One of these traditions includes Saint Nicholas. Saint Nicholas was a Christian leader (a Bishop) who lived a very, very long time ago. He was born and lived in what is now a country called Turkey. He was a very good man and there are many stories that tell of his care and kindness for those in his community. This story may explain why some people put stockings by the fireplace on Christmas Eve.

Kind St Nicholas

Once there lived a kind man named Nicholas. Nicholas loved helping people and was always looking for ways to make others happy. Everyone in his

town knew that Nicholas was a good man and they loved him very much.

One winter, there was a very poor family in the town. The father had three daughters who were all old enough to get married, but the father didn't have enough money to give them a special gift called a dowry. Without the dowry, the daughters couldn't get married. It made him very sad and was a little worried.

When Saint Nicholas heard about the family's troubles, he wanted to help. One night, when everyone was asleep, Nicholas quietly walked to the family's house. He climbed up the roof and dropped a small bag of gold down the chimney. The bag of gold landed in a stocking that was hanging by the fireplace. When the family woke up the next morning, they were so surprised and happy to find the gold!

Nicholas did this two more times on different nights, so each daughter could have a dowry. The family was so grateful and the daughters were able to get married and live happily ever after.

Saint Nicholas didn't want anyone to know that he was the one who helped the family because he liked to keep his acts of kindness a secret. But the people loved Nicholas even more when they heard about his good deeds.

There are many other kind and amazing stories about Saint Nicholas. These stories show Saint Nicholas as a kind and caring person who went out of his way to help those in need. He often tried to hide his acts of kindness so that people didn't know it was him. Saint Nicholas died on the 6th December and many Christians remember the life of Saint Nicholas on this day each year. Some countries celebrate Saint Nicholas Day on the 19th December.

Over the years, different countries developed their own Saint Nicholas Day traditions. In Germany boys used to dress as Bishops and collect money, sometimes for charity and sometimes for themselves. In Holland it is said that Saint Nicholas rides around on a white horse giving gifts and children leave carrots and hay in their shoes for the horse. Many people will go to church on Saint Nicholas' Day and it is a day for giving and receiving gifts.

There are many different traditions that take place around the world at this time of year. Some are common to most people, like giving and receiving presents, others are practiced by those living in one or two countries. We often learn about celebrations and customs that are very different to those of our own, do you know of traditions that other people use to celebrate at this time of year? If not, maybe you can find out.

Reflection

Have you heard about St Nicholas before?

Why is St Nicholas remembered as being very kind?

When have other people been kind to you?

How can you be kind today?

Activities: Approx. 3-7 years

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



Subsidiary Focus – Christmas Traditions

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, fear, surprise and love – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, fear, surprise and love – 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' or the story 'Kind St Nicholas' emphasise the feelings happy, sad, fear (worry), surprise 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.

15.2 I See, I Hear

- Recount the story 'Kind St Nicholas' 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 (worry), surprise and love. 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.
- 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.

15.3 I Feel

- Recount the story 'Kind St Nicholas' and ask the children to freezeframe a part of the story for others to guess.
- As you recount the story use the following to describe how the different characters felt **(also see 'I Feel Descriptions')**.
- Love – whilst acting out a caring face describe in a caring voice explain that people of the town loved St Nicolas because he was such a kind person.
- Sad – whilst acting out a sad, disappointed face describe in a sad and disappointed voice that the father would have felt heavy and a bit empty inside when he thought of not being able to pay for his daughters' weddings.
- Fear/worry – whilst acting out an anxious face, describe in an anxious voice that the father felt worried and a little fluttery inside and he felt a bit sick when he thought of not being able to pay for his daughters' weddings.
- Surprised – whilst acting out a surprised face, describe in a surprised voice that the father was surprised when he found the money in the stocking. He couldn't believe it and had to check a couple of times. The surprise turned into joy.
- Happy/joy – whist acting out a joyous face, describe in a joyous voice that the father felt wonderful inside. His heart jumped for joy. He was so happy that he had the money to help his daughters.

15.4a I Understand

- Recount the story 'Kind St Nicholas'.
- Use the following to help the children understand why the characters in the story felt love, sad, worried, surprised or happy. Children copy and practise showing the feelings on their faces.
- Love – the town's people loved St Nicholas for being kind and the father may have loved him for giving him the money.
- Sad – the father was sad that he couldn't pay for his daughter's weddings.
- Worried – the father was worried about what might happen to his daughters.
- Surprised – the father couldn't understand where the money had come from, it was a shock to see it there in the morning.
- Happy – the father was so happy that St Nicholas had given him the money.

15.4b I Understand

- Recount the story 'Kind St Nicholas'.
- Ask the children why the characters in the story felt love, sad, worried, surprised or happy. Children copy and practise showing the feelings on their faces.
- Love – the town's people loved St Nicholas for being kind and the father may have loved him for giving him the money.
- Sad – the father was sad that he couldn't pay for his daughter's weddings.
- Worried – the father was worried about what might happen to his daughters.
- Surprised – the father couldn't understand where the money had come from, it was a shock to see it there in the morning.
- Happy – the father was so happy that St Nicholas had given him the money.

15.5 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 brought in a photo of him playing Joseph in the school nativity. Ambrosi' brought 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, brought 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 brought 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 brought 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 brought in a photo of her eating a special meal at the end of Ramadan. Aaban brought 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 brought 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.

There are many different traditions that take place around the world at this time of year. Some are common to most people, like giving and receiving presents, others are practiced by those living in one or two countries. We often learn about celebrations and customs that are very different to those of our own, do you know of traditions that other people use to celebrate at this time of year? If not, maybe you can find out.



16. Happy New Year – Paul Decides to be Happy



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Happy New Year! The first of January is a special time when many people make a promise to do something good or stop doing something that's not so good. At the beginning of each year many grown-ups make these promises. They are often called a new year's resolution. Can you guess what some of their promises might be? Maybe to eat healthier food, exercise more, or spend more time with family and friends. Have any of the teachers set a new year's resolution? Have they managed to keep it so far?

If you could make a new year's promise, what would it be? If you could choose to do something that helped you to be a better person, what would it be? Maybe to help your parents more, play nicely with friends, or even eat more vegetables!

Last month, you might have heard people saying, "Have a Merry Christmas and a Happy New Year." Merry means being happy and joyful. Christmas is a time for fun and celebration and many people would like to carry that joy into the new year.

When we hear "Happy New Year," we can often think about it in two very different ways:

The first way we might think about having a Happy New Year is to hope the things that happen this year will make us happy. I will be happy if a friend is nice to me. I will be happy if I get some treats. I will be happy if my football team wins the cup. I will be happy if the weather in the summer holidays is nice and sunny. I will be happy if something that happens to me makes me happy. It is nice when these things happen to us and they will probably make us happy. But what happens if we are only happy when good things happen to us? What happens when those things don't happen? Can we still be happy?

The second way we might think about having a Happy New Year is to try to be happy no matter what happens to us. Even if the weather isn't great or my friend isn't nice to me or I didn't get the treat I was hoping for, I can still be happy. I might try to find joy in other things. I can be happy playing with friends, enjoying my favourite book, or spending time with family.

It's nice when good things happen, but we can also choose to be happy no matter what. There is a passage in the Bible written by a man named Paul that encourages people to be happy and content no matter what they go through. We're going to hear a short story about Paul.

Paul decides to be happy

It was Sunday and Lucas had been to church with his grandad. They returned home to the smell of Lucas' dad cooking dinner. Over dinner, Lucas' dad asked him what he had learned at Sunday school. Lucas said that they had learned about a man called Paul. Lucas had learned that Paul was a friend of Jesus and loved to tell people about how much Jesus loved them. Paul travelled to many places to share this special news. Whilst on his travels, Paul was shipwrecked in a storm. Paul made it safely to shore only to be bitten by a snake, but he was okay. Some people didn't like what he was saying about Jesus and Paul was punished, he was arrested and put in jail. Lucas's dad said that he thought Paul must have felt sad after all the bad things that had happed to him.

Lucas continued to say that Paul could have been very sad and upset but Paul made a different choice. In the dark and cold jail, Paul decided to be happy and content no matter what. He remembered all the good things in his life, like the love of Jesus and the friends he had made. While in prison Paul wrote letters to his friends telling them that he had learned to be happy with whatever he had. Even in prison, Paul decided to be happy. When Lucas had finished talking about what he'd learned he put some food on his fork and put it in his mouth.

"Oh no!" Lucas exclaimed with a mouth full of food "it's cold."

"Remember what Paul said," grandad exclaimed, "I have learned to be content in all things, even cold dinners."

They all laughed.

Happiness is certainly connected to the things that happen to us, but we have heard today that we can also train ourselves to be happy and contented through the more difficult times in our lives. When things start to make us feel down, we can think about good things. What sort of things do you think about that can help you to feel happy?

Reflection

Can you think of a time that has made you happy this week or last week?

What makes you happy?

What makes you sad?

Can you be happy when things around you should be making you sad?

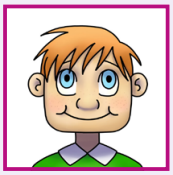
What will make you happy today?

How can you make someone else happy today?



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

Feeling Focus – Variations of Happy



Subsidiary Focus – Staying Positive

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***
- 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.*

16.1 I See, I Hear

- Whilst presenting the assembly 'Happy New Year' or the story 'Paul Decides to be Happy' 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.

16.2a I See, I Hear

- Recount the story 'Paul Decides to be Happy'.
- 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.
- Paul may have not felt very happy, being in prison, but he could think about things that made a small happy feeling grow into a big happy feeling.

Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out happy growing and shrinking with or to a partner.

16.2b I See, I Hear

- Recount the story 'Paul Decides to be Happy'.
- 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.
- Paul may have not felt very happy, being in prison, but he could think about things that made a small happy feeling grow into a big happy feeling.
- Children act out happy growing and shrinking with or to a partner.

16.3a 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 Paul when he starts to think about being happy?

16.3b 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')**.



16.4a I Understand

- Recount the story 'Paul Decides to be Happy'.
- 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).

16.4b I Understand

- Recount the story 'Paul Decides to be Happy'.
- 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')**.

16.5a 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 Paul, ask the children to think about things they can do when they aren't feeling happy that can help them to feel more content and happy.
    - Think about things that make me happy, what sort of things make me happy?
    - Stop thinking about the thing that is making you sad and think about something else?
    - Stop thinking about the thing that is making you sad and do something else?
    - Think of a joke that makes you laugh.
    - Make your face smile.

And/or

- Using a puppet 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.

17. Jess, Jamie and the Butterfly



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Can anyone remember the theme for last week? We thought about what we can do to make this year a happier one. Can anyone give me a good piece of advice to help me make this a happy new year? Some people are happy because of the things that happen to them and other people are determined to be happy no matter what happens to them. The problems we face at school and at home can be opportunities to help us improve. We are going to hear a story about why we can be happy when we go through some of our struggles.

Jess, Jamie and the Butterfly

Jess had recently started a new hobby, she wanted to keep butterflies. She had already watched an egg hatch into a caterpillar and photographed the caterpillar turn into a chrysalis. Every day, Jess just stared at the chrysalis hoping it would start to move. Jamie, Jess' twin brother didn't like the thought of a caterpillar in his sister's room, he didn't like to think what would happen if it escaped from its glass tank and climbed into his bed.' Yuck!' he thought, 'how disgusting.'

It was Saturday morning and Jess noticed the chrysalis start to move. She got so excited. She called for Jamie. She didn't expect him to come and watch, so she was surprised when Jamie popped his head around the door. She told him that the butterfly was coming out of the chrysalis. Jamie edged a little closer. He could see the brown leathery chrysalis begin to break apart. A small slit had appeared and Jess loved taking photographs as the butterfly started to break free of its chrysalis. The butterfly soon became exhausted as it struggled and pushed to break free of its self-made prison. Jamie couldn't watch the poor butterfly struggle any longer. He fetched his pocketknife and told Jess that he was going to help the butterfly by cutting open the chrysalis. 'You can't do that!' Jess cried out. She explained that the butterfly needs to push its way out or it won't be able to fly. By forcing open the chrysalis, the butterfly was strengthening the wings for its first flight. If Jamie helped the butterfly to break free, he would ruin any chance the butterfly had of flying. Jamie felt helpless as he watched the butterfly struggle. Eventually, the butterfly was standing free of the chrysalis ready to fly. Jess carefully picked it up and carried it out to the garden. She lifted

her arm high up in the air and they both watched as the butterfly flew off. Jamie was amazed. Jess looked at him and said that she didn't know why he'd felt disgusted in the first place. "Maybe I'll watch the egg hatch next time," he said, as they both walked into the house.

This story teaches us that sometimes we need to struggle to become better. In the story the butterfly struggled to get free of the chrysalis. During the struggle the butterfly was strengthening its wings so that it could do what it was designed to do. When we face problems at school or home, we can see them as chances to learn and grow. For instance, when a baby learns to walk, they will fall many times, but each time helps them get better. We might struggle with math or spelling, but practicing helps us improve.

We also learn from struggles with friends. Sometimes we say things that hurt others or feel hurt by what others say. These struggles teach us to be kind and careful with our words.

The second lesson from the butterfly story is about learning to do things on our own. If someone always does things for us, we don't get a chance to learn. Like the butterfly, we get stronger and better if try on our own. Imagine if the mother of the baby boy learning to walk picked him up every time she saw him trying to standup. The baby would take longer to learn how to walk. Although the mother thinks she is helping, she is actually stopping the baby from building up the strength in his legs. When you struggle to complete a task or activity at school, pause and think about how you can solve it before going to ask the teacher for help.

The story of the butterfly reminds us that everyone faces struggles. At school, we will struggle with learning and friendships, but these struggles help us grow and become better. There is a saying in the Bible that tells us to be happy when we face struggles, because, like the butterfly, we know that those struggles can help us soar.

Reflection

Have you ever seen a butterfly?

It can fly because it pushed its way out of its chrysalis.

You get better at something by doing it over and over again.

What have you got better at by practising it?

What do you want to be better at?

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

Feeling Focus – Surprise (amazed), Disgust and Love



Subsidiary Focus – Staying Positive

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for surprise, disgust and love – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for surprise, disgust and love – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of***
- Small ball (table tennis ball) and larger ball (tennis ball)
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

17.1 I See, I Hear

- Whilst presenting the assembly 'Jess, Jamie and the Butterfly,' emphasise the various feelings surprise (amazed), disgust 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.

17.2 I See, I Hear

- Recount the story 'Jess, Jamie and the Butterfly' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings surprise (amazed), disgust 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.
- 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.

17.3a I Feel

- Recount the story 'Jess, Jamie and the Butterfly' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Disgust – whilst acting out a slightly disgusted face, describe in a slightly disgusted voice that Jamie felt awkward when he thought or looked at the caterpillar. He didn't like it, it made him feel a bit sick inside his stomach.
- Surprise – whilst acting out a slightly surprised face, describe in a slightly surprised voice that Jess didn't expect Jamie to want to watch the butterfly, but she was please that he did. She wasn't sure if Jamie had heard correctly.
- Love – whilst acting out a keen, interested face, describe in a keen, interested, slightly excited voice that Jess loved taking photos of the butterfly, it made her feel good inside. All she could focus on was the butterfly hatching. Jamie was mesmerised looking at the butterfly on Jess's hand. He loved watching the butterfly take off and fly around the garden.

17.3b I Feel

- Recount the story 'Jess, Jamie and the Butterfly' and ask the children to tell a partner their favourite part.
- Ask the children to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Disgust – whilst acting out a slightly disgusted face, describe in a slightly disgusted voice that Jamie felt awkward when he thought or looked at the caterpillar. He didn't like it, it made him feel a bit sick inside his stomach.
- Surprise – whilst acting out a slightly surprised face, describe in a slightly surprised voice that Jess didn't expect Jamie to want to watch the butterfly, but she was please that he did. She wasn't sure if Jamie had heard correctly.
- Love – whilst acting out a keen, interested face, describe in a keen, interested, slightly excited voice that Jess loved taking photos of the butterfly, it made her feel good inside. All she could focus on was the butterfly hatching. Jamie was mesmerised looking at the butterfly on Jess's hand. He loved watching the butterfly take off and fly around the garden.
- 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… *)**

17.4a I Understand

- Recount the story 'Jess, Jamie and the Butterfly' and ask the children to act out their favourite part for others to guess.
- Explain why the different characters felt surprise, disgust and love.
- Disgust – Jamie felt disgusted when he thought or looked at the caterpillar.
- Surprise – Jess didn't expect Jamie to want to watch the butterfly so she was surprised when he watched the butterfly coming out of its chrysalis.
- Love – Jess loved taking photos of the butterfly, it made her feel good inside. All she could focus on was the butterfly coming out from its chrysalis. Jamie was mesmerised looking at the butterfly on Jess's hand. He loved watching the butterfly take off and fly around the garden.

17.4b I Understand

- Recount the story 'Jess, Jamie and the Butterfly' and ask the children to act out their favourite part for others to guess.
- Ask the children to talk about when and why Jess and Jamie felt surprise, disgust or love.
- Explain why the different characters felt surprise, disgust and love.
- Disgust – Jamie felt disgusted when he thought or looked at the caterpillar.
- Surprise – Jess didn't expect Jamie to want to watch the butterfly so she was surprised when he watched the butterfly coming out of its chrysalis.
- Love – Jess loved taking photos of the butterfly, it made her feel good inside. All she could focus on was the butterfly coming out from its chrysalis. Jamie was mesmerised looking at the butterfly on Jess's hand. He loved watching the butterfly take off and fly around the garden.



17.5a I Can

- Use a puppet and pretend to be Jamie.
- Explain that Jamie was surprised when Jess stopped him from opening the chrysalis to help the butterfly.
- Ask the children if they can explain why Jess had stopped him from helping the butterfly.
- Ask the children if they can think of examples of when finding something tough has helped them.
    - When practising riding a bicycle, or ride on toy. It might need effort to pedal or balance.
    - When playing a game like football.
    - When trying to finish a task in school.
    - When trying to do what a teacher has asked them to do.
    - Can you think of an example?



18. Wellbeing – Jess Says the Right Thing, Eventually



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 purple. 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 word "well-being" means? It's a word you might hear your parents or teachers say. There are ads on TV that talk about products or foods that can help our well-being. But do you know what well-being is? Do you know how to make it better? Today, we are going to think about well-being. We will talk about the things we can do to help make our well-being better and also help others feel good too.

First, let's understand what well-being means. Well-being means being happy and healthy. Can some of you tell me what it means to be healthy? What things make you happy?

Staying healthy involves exercise and eating the right sorts of foods. Both of these will help us with our physical well-being. Well-being is also about feeling happy. Often, we think of happiness as something that happens to us, like laughing at a funny joke or getting a present we really wanted. But well-being is bigger than that. We are told to eat some fruit and vegetables every day and do a bit of exercise most days. Imagine if I said I ate an apple and did ten press-ups two years ago, does that make me healthy? No, we need to do these things regularly to stay healthy.

Just like we need to eat healthy food and exercise to be physically healthy, we need to do certain things to feel happy and content. Can you tell me what makes you feel happy? What makes you feel content?

Well-being isn't a new thing. People have been thinking about health and happiness for thousands of years. It's clear that our actions can improve our physical health, but people also understood that what we do can affect our happiness. Many books give advice on how to improve our well-being. In the Bible, it says:

I have done what is right… so please take care of my wellbeing. (Psalms 119:121-122a)

Doing the right thing can make us feel good. At school, we learn how to get along with others. If we are kind and think of others, our well-being improves. If we are mean or act selfishly, it can hurt the well-being of others and ourselves too. Jesus said that those who act on good advice are like a man who built his house on strong rock. It stayed up even when there were storms outside. When we treat each other well and listen to good advice, we help build a happy school community for

everyone. We are going to hear a story about Jess and her brother Jamie, I want you to think about how the different events in the story affected Jess and Jamie's well-being.

Jess Says the Right Thing, Eventually

Today was going to be a great day. Jess had been researching different types of butterflies. She had learned about the different types of butterflies that lived round her school. She loved learning the names like Red Admiral, Painted Lady and Monarch. The best bit was looking at the way different artists had painted butterflies. Today was the day Jess was going to paint her own butterfly. She had planned it in her head and she knew exactly what it was going to look like. She knew the type of butterfly, the Peacock butterfly with its peacock feather pattern on its wings. Jess organised the pots of paints and stood in front of a blank sheet of paper. She started with the body, then the wings and then the antenna. It was finished. It was perfect and Jess was so pleased with it. Next to her was Jamie. He had painted a butterfly, but it wasn't bright and colourful like Jess', Jamie had chosen to paint his butterfly just using the black and white paint.

"That's a horrible looking butterfly, look at mine it's perfect," Jess said to Jamie. Jess didn't know why she said it, it sort of just came out. Jamie looked sad and his eyes started to well up with tears. Before Jess had chance to say she was sorry, Jamie had run off and Mr Stephens, their teacher, had asked everyone to tidy up before lunch.

Jess didn't feel right inside. She felt guilty for what she said. Jess just stared at her lunch, she didn't feel hungry.

Today was going to be such a good day, but now its ruined, thought Jess. Mrs Jones, the lunch time assistant, asked Jess what was wrong. Jess told Mrs Jones what she had said to Jamie. Mrs Jones suggested that Jess said sorry and to ask Jamie to tell her about his butterfly painting. That's exactly what Jess did. Jess immediately said she was sorry and asked Jamie to tell her about the butterfly painting. Jamie told Jess that he really liked the butterfly called the 'Large White' that he'd seen in their garden. It reminded him of one of his favourite teams' football kit. Jess looked at Jamie's painting. She'd forgotten about the 'Large White', but she could see it now! Not only did Jess like Jamie's painting but Jess felt much better inside. It was a good day after all.

Reflection

What did you think when Jess said that Jamie's picture was horrible?

Can you think of a time when someone has said something kind and nice to you in the past week?

Can you think of a time when someone has said something horrible to you?

How can we use our words to help someone have a good day today?



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

Feeling Focus – Feelings Pit Stop

Optional resources to support this week's theme:

- 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.*

18.1 I See, I Hear

- Whilst presenting the assembly 'Wellbeing' or the story 'Jess 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.

18.2-5

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 schools 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'**.

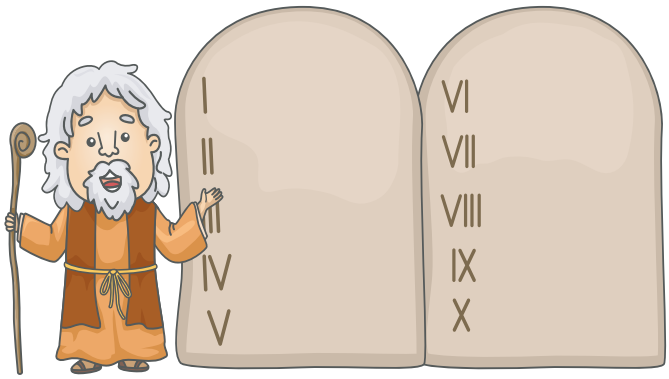
Children discuss and record what makes them happy. If reviewing a one-page profile, do the things that are included still make you happy etc?

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?



19. The Ten Commandments – Jess and Jamie Bake a 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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

This term we have been talking about how we can keep having a happy new year. Can anyone remind us of some advice we have heard in the past few weeks? Today we are going to think about how following rules and instructions can help our well-being, how they can help us to have a happy new year.

Jess and Jamie Bake a Cake

It was the weekend and the twins were bored. They moped around the house looking glum. Mum suggested that they could have their very own bake off. Jamie agreed immediately. Jess looked up, "I suppose we could do that," she said slowly. Mum gave them both a recipe for a Victoria sponge cake and told them they both had to make a cake and she would judge which one was the best.

Mum put the oven on and Jamie washed his hands and got straight to work, Jess seemed less enthusiastic. Instruction 1, butter two round cake tins. Instruction 2, put some greaseproof paper at the bottom of the cake tins. Jamie didn't know what greaseproof paper was and so asked his mum. Instruction 3, weigh out 200 grammes of butter, sugar and flour. Instruction 4, mix the butter, sugar and flour with four eggs. Instruction 5, split the mixture between the two cake tins. Instruction 6, put them in the oven for 20-25 mins. All the cakes went into the oven at about the same time.

Instruction 7, turn out the cakes on to a wire rack. Soon the cake tins were out of the oven. Jamie's cakes came out of the tins easily. Jess' stuck to the cake tin and had to be forced out, breaking the cakes into pieces. Mum asked if she'd buttered her tins and used greaseproof paper. Jess looked surprised, she hadn't read that instruction. Instruction 8, spread jam between the cakes. Jess and Jamie finished off their cakes with a little icing sugar over the top. Jamies' looked like the picture on the recipe. Jess' looked like she'd dropped hers because of all the bits. Mum cut a little slice of Jamies cake. It looked and tasted delicious. Mum then took a bit of Jess' cake, it was already in a few pieces. She tasted it, her face suggested it wasn't very nice. "You've forgotten the sugar", mum told Jess.

"We needed Sugar?" Replied Jess.

Jamie was happy with his cake, Jess less so. Jamie asked his mum which cake won the bake off, smiling.

"You do." She paused, then laughed. "For following the instructions."

Has anybody heard of the 10 commandments? Can anyone tell me some of them? The Jewish holy book, called the Torah, tells us about an important leader named Moses. There are many stories about Moses, and some people remember these stories today.

Moses talked to God through a burning bush that wasn't burning up. Moses sent plagues to make Pharaoh, the Egyptian ruler, let the Israelite slaves go free. The Israelites were the Jewish people. Moses also split the Red Sea so the Israelites could escape from the Egyptian soldiers. But one of the most famous things Moses did was receiving the 10 Commandments from God.

The 10 commandments are not the only rules that God gave the Israelites. There are 613 Mitzvot or commandments. There are rules on how to behave towards God, about what to wear, about how to treat others, about marriage, food, business, and even about holidays. There are even rules that tell the Israelites what to do if people break the rules.

We talked about well-being, which means being healthy and happy. There were rules to keep the Israelites healthy and to help them treat each other well. The way we treat others and how they treat us affects our well-being and happiness.

Of all the laws, the Ten Commandments are the most famous. Can you tell me any of the commandments?

3. Worship only God
4. Don't worship idols
5. Don't misuse God's name
6. Keep the Sabbath special
7. Respect your parents
8. Do not murder
9. Be faithful to your partner
10. Do not steal
11. Do not lie
12. Do not be jealous

The first three commandments are about the way a person thinks about God. The fourth reminds us that rest is important for our physical well-being. The fifth is about respecting parents because it affects our well-being. The last five commandments are 'do nots'. If we respect our parents, we act respectfully. If we rest, we don't get too stressed. Being positive can help us follow the 'do not' commandments like not stealing or lying.

There is one saying in the Bible that says 'young people who obey the law are smart'. It goes on to say that 'those who make friends with good-for-nothings are a disgrace to their parents.' The 613 Jewish laws affected the well-being of everybody in the community. How good the well-being of our community is, depends on the actions of everybody in our community.

Reflection

Have you ever made a cake?

Did you follow a recipe? Did someone tell you what to do?

What rules do we have in school?

How do you feel when someone breaks a rule that ends up with you being hurt?

Rules help us to create a nice and safe school. A bit like following the steps on a recipe will make a nice tasting cake.



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

Feeling Focus – Variations of Disgust



Subsidiary Focus – Authority and Following the Rules

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.*

19.1 I See, I Hear

- Whilst presenting the assembly 'The Ten Commandments' or the story 'Jess and Jamie Bake a Cake' emphasise the feelings happy, sad (glum) 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.

19.2a I See, I Hear

- Recount the story 'Jess and Jamie Bake a Cake'.
- Do you think Jess' mum liked Jess' 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.
- How disgusting do you think Jess' mum found Jess' cake?

19.2b I See, I Hear

- Recount the story 'Jess and Jamie Bake a Cake'.
- Do you think Jess' mum liked Jess' 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 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.

19.3a 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 and happy growing and shrinking with or to a partner.

19.3b 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 disgust **(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, and happy growing and shrinking with or to a partner.

19.4a I Understand

- Recount the story 'Jess and Jamie Bake a 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 and happy growing and shrinking with or to a partner.

19.4b I Understand

- Recount the story 'Jess and Jamie Bake a 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?
- 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.

19.5 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?



20. Being Grateful – Jesus Gets a Thank You



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Over the past few years, there have been many studies about how being grateful can help us feel happier and healthier. Can anyone tell me what being grateful means? Grateful is another way of saying being thankful. These studies suggest that thankful people have fewer aches and pains, sleep better, get along with others, and are generally healthier. Being grateful can also help us feel calmer and happier. Today we are going to think about what it means to be grateful.

In the Bible, there is a story that can help us understand what it means to be grateful.

Jesus Gets a Thank You

"Hi, my name is Thomas. Last week, I had a terrible skin disease, it made me very sad. It was very bad, and people were scared they would catch it, so I had to live outside our village with others who had the same disease. They were disgusted with us and we felt very ashamed of our skin disease. One day, we heard Jesus was coming to town. We knew he had been healing people, and we thought he might heal us. Living outside the city walls isn't easy. It's hard to find food, and there isn't much to do. The thought of being healed and joining our families again was so exciting!

"One of us saw Jesus on his way to the village. When he was close enough, we all said, "Jesus! Master! Have pity on us!" Jesus told us to go to the priests to let them examine us. That's what we do if we think we are cured. The priest then decides if we can live in the village again. So the ten of us went to the priest's house. The villagers didn't know whether to come close to us or run away. With each step, we got better and better until we were all fine. The priests said we were clean.

We were so surprised and amazed. We were clean! No more living outside the village. We could be part of our community again. It was amazing. I had to thank Jesus and let him know how grateful I was. I found him walking through the village, so I stopped, fell at his feet, and thanked him. Out of the ten healed, I was the only one who came back to thank Jesus. Jesus seemed happy I came back, but he was also disappointed that the other nine didn't say 'thank you.'"

This story reminds us that it is important to say thank you to those people that help us. But how can being thankful help us to be happier and healthier?

Imagine you visit a theme park. You pay your entrance fee and can go on as many rides as you want. Has anyone been to a theme park recently? What rides did you go on? At some theme parks, you can buy an expensive wristband to go on all the rides or only buy a few tickets that will only allow you to go on a few rides. What would you prefer, tickets or a wristband?

If you had a wristband, you could go on any ride. If you had tickets, you might need to think carefully about which rides you choose. Has anyone been on a log flume ride? If two children went on the log-flume, one with a wristband and one with tickets, who'd enjoy the ride the most? The child with a wristband might rush to the next ride without spending much time thinking how much they enjoyed the log flume. The child with tickets might take time to enjoy the log flume before thinking about the next ride they really want to go on.

Who do you think would enjoy the theme park more, a child with a wristband or a child with tickets? The wristband might make a child want to go on more rides quickly. Happiness isn't about getting everything we want. We will be happier if we enjoy what we have. Being thankful helps us get the most out of what we have.

Reflection

What can you say thank you for today? (What are you grateful for?)

Do you like it when other people say thank you to you?

How would you show that you were thankful for someone making you dinner?

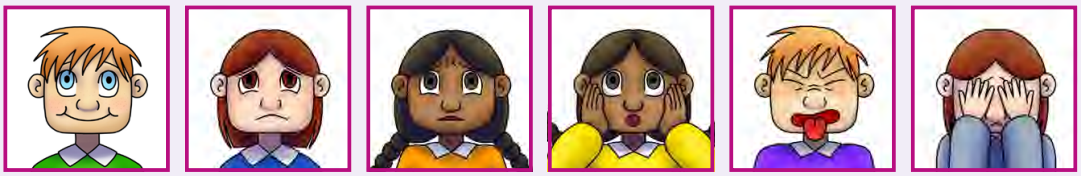
How would you show that you were thankful for someone fixing a broken leg?

What do you think you will be thankful for today?



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

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



Subsidiary Focus – Being Grateful

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

20.1 I See, I Hear

- Whilst presenting the assembly 'Being Grateful' or the story 'Jesus Gets a Thank You' emphasise the feelings happy, sad, fear, surprise, disgust 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.

20.2 I See, I Hear

- Recount the story 'Jesus Gets a Thank You' 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, disgust and shame. 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.
- 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.

20.3 I Feel

- Recount the story 'Jesus Gets a Thank You' and ask the children to freezeframe a part of the story for others to guess.
- As you recount the story use the following to describe how the characters in the story felt **(also see 'I Feel Descriptions')**.
- Sad – whilst acting out a sad face describe in a sad voice that Thomas would have felt heavy and empty inside when he thought about his skin disease. It might have made him want to cry. Jesus felt glum and empty inside when the nine other people didn't say thank you.
- Fear – whist acting out a scared face, describe in a scared voice that the villagers felt they couldn't go near Thomas because they might catch the same skin disease. They might feel a bit of panic when they saw him.
- Disgust – with a disgusted face, describe in a disgusted voice that the villagers didn't like the idea of catching the skin disease. They were worried about what would happen to them.
- Shame – with a shameful face, describe in a shameful voice that Thomas didn't like it when people were scared of him. It would make him want to go and hide away.
- Surprise – whilst acting out a surprised face describe in a shocked voice Thomas not being able to believe that his skin disease had gone. It made him feel happy.

20.4a I Understand

- Recount the story 'Jesus Gets a Thank You.'
- Use the following to help the children understand why the characters in the story felt happy, sad, fear, surprise, disgust and shame.
- Sad – Thomas felt sad when he thought about his skin disease and how he had to live outside of the village away from his family and friends. Jesus felt glum and empty inside when the nine other people didn't say thank you.
- Fear – The villagers felt they couldn't go near Thomas because they might catch the same skin disease.
- Disgust – The villagers didn't like the idea of catching the skin disease. They were worried about what would happen to them. There might be villagers that felt sorry for Thomas and the others.
- Shame – Thomas didn't like it when people were scared of him. It would make him want to go and hide away.
- Surprise – Thomas couldn't believe that his skin disease had gone. It made him feel happy.

20.4b I Understand

- Recount the story 'Jesus Gets a Thank You.'
- Ask the children why the characters in the story may have felt happy, sad, fear, surprise, disgust and shame.
- Sad – Thomas felt sad when he thought about his skin disease and how he had to live outside of the village away from his family and friends. Jesus felt glum and empty inside when the nine other people didn't say thank you.
- Fear – The villagers felt they couldn't go near Thomas because they might catch the same skin disease.
- Disgust – The villagers didn't like the idea of catching the skin disease. They were worried about what would happen to them. There might be villagers that felt sorry for Thomas and the others.
- Shame – Thomas didn't like it when people were scared of him. It would make him want to go and hide away.
- Surprise – Thomas couldn't believe that his skin disease had gone. It made him feel happy.

20.5 I Can

- This week we have been thinking about being grateful.
- Was Thomas more thankful than the other nine? Or is he the only one who remembered to say thank you?
- Are you thankful when you feel better after being ill?
- We can be grateful that we can see a doctor or nurse. Not everyone is able to see doctors when they are ill.
- Let us make a list of the things that we are thankful for as a class.
- How can we show that we are grateful?



21. Shrove Tuesday – Lucas' Pancake Day 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 purple. 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 will happen on Tuesday of this (or next) week? Pancake Day is an important day for many people around the world. It is the day before Ash Wednesday which starts the Christian season called Lent. Lent is a time of year when many 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. Lent is the 40 days (not including Sundays) starting on Ash Wednesday and ending on Easter Sunday.

The tradition of fasting during Lent comes from a story in the Bible. Jesus goes to a lonely place to pray for forty days. He went without food and was tempted by the devil. During Lent, people think about and say sorry for the things they have done wrong. They may ask God to help them to be a nicer person. The season of Lent is supposed to be a sad time. It is a time when people feel hungry, go without important things and think about how their actions may have hurt others or hurt God. Traditionally Christians would have gone without meat, eggs, milk and butter. The celebration before Lent has a few different names. The most common in the UK is 'Pancake Day' but it is also called 'Shrove Tuesday'.

We are going to hear about some of the many traditions that take place around this time of year.

Lucas' Pancake Day Traditions

Lucas loved Pancake Day. He loved pancake day, because Lucas loved pancakes. His class had been researching traditions that take place just before Lent at school. Miss Garcia had split the class into groups and each group had to create a presentation on a different tradition.

Lucas's group was the given the word 'carnival' to research. Lucas thought that a carnival was a procession with music, dancing and floats that went through a town or city. He found out that the word 'carnival' comes from the name of the celebrations that take place in the week before the beginning of Lent. In some countries the time before Lent is celebrated with a procession or 'carnival'. One of the largest processions is the Rio Carnival or Mardi Gras that takes place in Rio de Janeiro, Brazil.

Rosa's group researched Mardi Gras. They told the class that Mardi Gras is

French for 'Fat Tuesday'. It is called Fat Tuesday because families would use up the fat like butter and other ingredients that they couldn't eat during the sad time of Lent. Nusiba's group researched Shrovetide football matches. In these football matches, the people of the town split into two teams and try to get a large ball to one side of the town or the other. Ajay's group researched 'Pancake Race'. They found out that a famous pancake race takes place in the town of Olney in Buckinghamshire. The story goes that there was a mum busily making pancakes. She was late for the church service. As the church bells rang out she ran out of her house carrying the frying pan and flipping the pancake all the way to the door of the church. Ambrosi's group researched Scarborough's Skipping Day. Each year, on Shrove Tuesday, the people of Scarborough celebrate by skipping. They also have a pancake race and it all starts with the ringing of the pancake bell.

After school whilst dad was preparing the pancakes, Lucas told his grandad all the things he had learned about Shrove Tuesday and Lent. Lucas said that he thought it was funny that Shrove Tuesday was a time to be happy but Lent was supposed to be a sad time. His grandad said that special days throughout the year are a reminder that everyone has happy times and sad times. Both happy and sad times are 'normal' parts of our lives. At that moment, dad put a stack of pancakes on the table. Lucas licked his lips, today is definitely a time to be happy.

Reflection

Do you have pancakes on pancake day?

What other special foods do you like to eat?

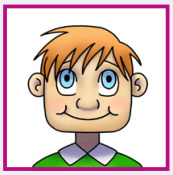
Which of Lucas' pancake day traditions do you like the sound of?

Celebrating with friends and family, or as a school, are important times. How can we make them special?



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

Feeling Focus – Variations of Sad



Subsidiary Focus – Shrove Tuesday and Lent

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.*

21.1 I See, I Hear

- Whilst presenting the assembly 'Shrove Tuesday' or the story 'Lucas' Pancake Day Traditions' 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.

21.2a I See, I Hear

- Recount the story 'Lucas' Pancake Day Traditions' by asking what do the children remember.
- There are lots of words that we can use to describe feeling 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.

21.2b I See, I Hear

- Recount the story 'Lucas' Pancake Day Traditions' by asking what do the children remember.
- 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.

21.3a I Feel

- Recount the story 'Lucas' Pancake Day Traditions'.
- 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 are people who go without things like chocolate during lent?

21.3b I Feel

- Recount the story 'Lucas' Pancake Day Traditions'.
- 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 are people who go without things like chocolate during lent?

21.4a I Understand

- Recount the story 'Lucas' Pancake Day Traditions' by asking what were the children's favourite traditions.
- 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 Grandad reminds Lucas that Lent is a sad time because Christians remember a sad time in Jesus' life.

21.4b I Understand

- Recount the story 'Lucas' Pancake Day Traditions' by asking what were the children's favourite traditions.
- 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 is Lent a sad time?
- Can the children think of times that they have felt unhappy, upset, glum, distressed, miserable and gloomy **(see 'Variations of Sad')**.

21.5 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 ask the children when might you feel sad? Can we make ourselves feel sad?
- Thinking about the times when I have been unkind might make me sad. When I think about the unkind words I have said to others, it might make me think about how sad it made them feel. By feeling sad, I might try to be kinder in the future. I might want to say sorry to someone who I have made sad.
- Lent is a time when some Christians choose to be sad, to think about the things they have done that were unkind. They might say sorry to God and the person they were unkind to. They might try to be kinder in the future.



22. I Want It Now – Walter's Marshmallow Test



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

You will need a table, a chair, a plate and marshmallows, please note that most marshmallows are not suitable for vegetarians. There are videos of the Marshmallow Test on 'YouTube'. Always preview all of a video before showing it to children.

Have you ever heard someone say, "I want it and I want it now!"? Maybe you have even said it when you saw a toy you really wanted or some yummy sweets. Even adults sometimes can feel this way when they see something they like.

Can anyone remember some of the traditions that take place on Shrove Tuesday that we learned about last week? It's the day before Lent starts. During Lent, some people try to give up things like eating sweets or watching TV. Long ago, many people stopped eating meat, milk and eggs for Lent. Some people still do this today. When they stop eating certain foods for Lent, it's called fasting. The idea of fasting during Lent comes from a story in the Bible. The Bible says that before Jesus started helping people and telling stories, he went into the wilderness for forty days without eating. At the end of forty days, Jesus was very hungry!

The Bible doesn't tell us why Jesus went into the wilderness or why he didn't eat. Some people think he was getting ready to help and teach others. While Jesus was fasting, the devil tried to make him eat, but Jesus didn't give in. He showed self-control by not eating even though he was hungry.

Walter's Marshmallow Test

Waiting can be hard, but it's important. It takes self-control to wait. Sometimes when we are waiting we can start to feel frustrated. Self-control means being able to control what we do and think, even when others might be telling us to do something else. It helps us avoid things that aren't good for us. A clever man named Walter Mischel did a study to find out how waiting can help us. He did an experiment called the Marshmallow Test with children aged between three and five years old. To show you what he did, I need a volunteer.

Walter put a child in a room with a marshmallow on a plate. He told the child they could either eat the marshmallow now or if they could wait until he came back, they would get

another marshmallow. Then he left the room. Sometimes he was gone for a short amount of time, sometimes he was gone for a long time. *Ask the child if they think they would eat the marshmallow now, or would they wait until Walter came back so they could have two marshmallows? Thank the volunteer with a marshmallow. If you have a video clip of the Marshmallow Test, you can show it now.*

Put up your hand if you think you would eat the marshmallow straight away? Put up your hand if you think you would wait so that you could have two marshmallows? About half of the kids ate the marshmallow before Walter came back. Some ate it right away! The other half waited and got a second marshmallow. Walter found that kids who waited were able to focus on their school work and they were more likely to have a healthier life. Walter found everyone could improve their self-control, so those that struggle to wait can do things to get better at waiting.

Self-control helps us in many ways. It can help us to stay healthy by eating the right food and exercising. It also helps us when we are learning, playing or even resting. Walter found that self-control is a skill we can improve. The Bible says self-control is like a fruit that can grow. Lent can help us grow self-control by giving up something we like. School targets, practicing an instrument, or going to sports practice even when it's cold and wet are other ways to grow self-control.

Reflection

Do you like waiting?

Could you pass the Marshmallow Test?

Are people who can wait happier than those who can't wait?

How can we become better at waiting?



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

Feeling Focus – Variations of Anger



Subsidiary Focus – Self-Control

Optional resources to support this week's theme:

- Printed **Variations of Anger – Big and Small** or **Variations of Anger***
- **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 'I Want It Now' emphasise the feeling anger (frustration). 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 Marshmallow Test.
- There are lots of words that we can use to describe anger and frustration is just one. Explain that there are different ways people show they are angry **(see 'Variations of Anger – 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 anger, sad and happy growing and shrinking with or to a partner.
- How angry might you feel when waiting?

22.2b I See, I Hear

- Recount the Marshmallow Test.
- There are lots of words that we can use to describe anger and frustration is just one. Explain that there are different ways people show they are angry **(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, sad and happy growing and shrinking with or to a partner.

22.3a 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, sad and happy growing and shrinking with or to a partner.

22.3b 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, sad and happy growing and shrinking with or to a partner.

22.4a I Understand

- Recount the Marshmallow Test.
- 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, sad and happy growing and shrinking with or to a partner.

22.4b I Understand

- Recount the Marshmallow Test.
- 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, sad and happy growing and shrinking with or to a partner.

22.5 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.



23. Reap What You Sow – Jamie's Pyramid Project



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

So far this year, we have talked a lot about how we can be happier. Remember at the beginning of the year when we said we wanted to have a happy new year? We were excited and hopeful about what the year would bring. But sometimes, as the year goes on, things don't go as we expected, and we may start to feel a little sad or frustrated.

We have already said that being happy is a choice we can make, no matter what happens. Even if things go wrong, we can still decide to be happy. Some of the happiest people are those who can find something good in every situation, no matter how hard it is.

Have you heard the saying, "You reap what you sow"? It's like when you plant seeds in a garden. If you take care of them by giving them water and sunlight, they will grow into beautiful flowers or tasty vegetables. But if you don't take care of them, they won't grow well. The things we do now are like planting seeds for the future.

Let's think about sports. When we watch a rugby or football game, we see players who are very good at what they do. They have spent a lot of time practicing and eating healthy foods to get strong and fast. We don't see all the hard work they've done behind the scenes, but we see how good they are because of that hard work.

Let's hear a story about Jamie reaping what he had sown.

Jamie and the Pyramid Project

Jamie loved everything about the Egyptians. He loved the pyramids. He loved learning about the pharaohs. He loved trying to write using pictures instead of words. He could point to Egypt on a map and he knew lots of facts about Egypt. Jamie knew the river Nile ran through Egypt and that Tutankhamun was one of the most famous Egyptian kings.

Jamie's teacher, Mr Stephens, told the class that he wanted them to create a model of something that they found really interesting. They had to make the model at home over the next couple of weeks. On the last day of term they would need to bring in their models to show to the rest of the class. Jamie knew exactly what he was going to make. An Egyptian pyramid! He was so excited. On the way home, he couldn't stop talking to Jess about how good his pyramid was going to be. Jess was his twin sister. Jamie was excited and

wanted to make a masterpiece using cardboard, glue, and yellow paint. He was determined to create the best model in the class.

However, Jamie was also a bit forgetful. He put off the project, thinking he had plenty of time. A week passed, and Jamie got caught up in playing football with his friends and watching his favourite TV shows. Before he knew it, it was the night before he had to show the rest of the class and Jamie hadn't even started. In a panic, Jamie scrambled to find the stuff he needed to make his model. He couldn't find any cardboard, so he settled for a piece of paper. He didn't have any glue either, so he used Sellotape to hold everything together. To make matters worse, he had run out of yellow paint and had to use a nearly dried-up yellow felt-tip pen to colour his pyramid.

When he finished, his creation was more of a lopsided house than a pyramid. Jamie felt a pang of regret. He didn't want to take it into school. He felt a bit ashamed of his model. He knew he could have done so much better if only he had started earlier.

The next day at school, Jamie presented his project to the class. His classmates had made all-sorts of impressive models while Jamie's looked like a rushed mess. Although his teacher appreciated the effort, Jamie knew he hadn't reaped the rewards of proper preparation.

The saying "You reap what you sow" can be used for many parts of our lives. If we are kind to others, they are more likely to be kind back. If we practice our reading, we get better at it. If you work hard now, you will feel happy and proud of what you achieve later.

Remember, happiness is a choice, and it is also something we get from our actions. Think about how happy the rugby players are when they win a game. How happy will a musician feel when they learn a new song? How happy will you be when you have achieved something you have been aiming for? The things we do now help us to be happier in the future.

Reflection

Jamie like learning about Egypt, is there anything you have really enjoyed learning about?

What have you made, painted or drawn that you are really proud of?

What advice would you give to Jamie the next time he has to make a model to show to the rest of the class?



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

Feeling Focus – Variations of Shame/Guilt



Subsidiary Focus – Benefit from effort and learning from our mistakes

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.*

23.1 I See, I Hear

- Whilst presenting the assembly 'Reap What You Sow' or the story 'Jamie's Pyramid Project' emphasise the feelings excitement, happiness 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.

23.2a I See, I Hear

- Recount the story 'Jamie's Pyramid Project'.
- 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, sad and happy growing and shrinking with or to a partner.

23.2b I See, I Hear

- Recount the story 'Jamie's Pyramid Project'.
- 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, sad and happy growing and shrinking with or to a partner.

23.3a 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, sad and happy growing and shrinking with or to a partner.

23.3b 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, sad and happy growing and shrinking with or to a partner.

23.4 I Understand

- Recount the story 'Jamie's Pyramid Project' by freezeframing a part of 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. Jamie felt guilty that his pyramid wasn't as good as it would have been if he had put in the effort.
- If Jamie had worked hard on his project, he could have been proud of his effort. Imagine if he had worked hard and someone said it looked horrible. Jamie may still feel ashamed even though he'd worked hard.
- Children act out shame, anger, sad and happy growing and shrinking with or to a partner.

23.5 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 and pretend to be Jamie. Explain that you feel a bit ashamed of your pyramid project because it could have looked really good, but you left it to the last minute and without the proper craft materials it ended up looking a bit of a mess. Ask the children to advise the puppet, what can he do to make it better? What lessons can he learn?
- Use a puppet and pretend to be Jamie. Describe that you were asked to create another model. This time you put in lots of effort. A child in the class said it looked rubbish and said that you are not very good at making models. Explain that you felt ashamed because you'd tried really hard and the child's word really hurt your feelings. Ask the children to advise the puppet what can he do to make it better? You can be proud of the effort this time, you don't need to be ashamed because you know you worked hard.



24. Bouncing Back – Moses Leaves Egypt



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

How does it make you feel when you get something wrong? We won't be able to get things right the first time, and that's okay. Everyone makes mistakes when they are learning new things it. Most people make mistakes even when they have mastered something. How many of you can ride a bike? Did you know how to ride it the first time you tried? Probably not. After you learn to peddle, you then need to master balancing. After you master balancing, you still need to master starting and stopping. If you can ride a bike, what advice would you give to someone who is about to give up after half an hour of trying and failing to ride a bike?

What about swimming? How many of you can swim? Learning to swim is hard too. You have to practise over and over in the pool before you can swim a whole length. Riding a bike can only be learnt by riding a bike. Swimming can only be learnt by swimming. I don't think you can master riding a bike by watching a YouTube clip. You need to climb on a bike without stabilisers before you'll be able to ride a bike.

We all feel like giving up sometimes when things are hard. We all can feel sad when we fail, making mistakes or get thing wrong. We might feel angry with ourselves or slightly ashamed that others can and we haven't been able to yet. We might even feel scared that we will make the same mistakes again. It is important to keep trying. When we fall off our bikes, we need to get back on. When we struggle to swim, we need to keep practicing. Remember, failing is just a part of learning.

Has anyone heard about 'bouncing back'? It means trying again after something goes wrong. It means getting back on the bicycle if we fall off. If we say something unkind to a friend, we can say sorry and try to make it right. If we argue with our friends, bouncing back might mean saying sorry and making it right.

There are some religious festivals that are celebrated at this time of year that remind us about the importance of being able to bounce back. These festivals take place in the season of spring. Spring, which is often warm and bright, bounces back after the cold season of winter. Leaves start to appear on trees, the grass beings to grow again and flowers come out of hiding from the cold of winter. We are going to hear about one of these festivals over the next few weeks. We'll start by learning about

an important person for both Jews and Christians, who you could say 'bounced back' from some of his mistakes.

Moses Leaves Egypt

Moses lived a long time ago. His ancestors had moved to Egypt many years before. Back then a man named Joseph had helped Pharoah. the king of Egypt and saved the Egyptian people from a famine that lasted seven years. Joseph was put in charge of helping the people of Egypt during the famine. He made sure that there was enough food for everyone. During the famine, Joseph's father, mother, his 11 brothers and all their families moved and settled in Egypt, they became known as the Israelites. That was a long time ago and now Pharoah was not being very nice to the Israelites. The Israelites were slaves and Pharoah had ordered that all the Israelite newborn baby boys were to be killed.

It was during this time that Moses was born. His mum hid him in a basket and floated him on the rive Nile. Pharoah's daughter found Moses. She looked after him and Moses grew up in Pharaoh's palace but he always remembered he was an Israelite. One day, when Moses was older, he saw an Egyptian hurting an Israelite. Moses got angry and helped the Israelite, but he hurt the Egyptian. Moses was scared, so he ran away from Egypt.

After running for a long time, Moses reached a place called Midian. He was tired and thirsty, so he stopped at a well. There, he saw some kind girls trying to get water for their sheep. Some mean shepherds were bothering them, so Moses helped the girls. They thanked him and took him to their home. The girls' father, Jethro, was very nice to Moses. Moses told Jethro his story, and Jethro welcomed him. Jethro had a daughter named Zipporah. Moses and Zipporah got married. They had two sons and were very happy. Moses lived as a shepherd, taking care of Jethro's sheep.

This is a very important story for many people in the UK and around the world and it doesn't end there. We will find out what happens to Moses next week. He started in Egypt and was bought up a prince. His anger got the better of him and he lost it all. Moses ends this part of the story married, with children and happy. You could say be bounced back. But I wonder if he ever thought about the Israelites living as slaves in Egypt. We'll find out more next week.

Reflection

When did you last get something wrong? *(For me it was 10 minutes ago!!)*

Is it okay to get things wrong? We get things wrong all the time – and that is okay!

How do you feel when you get something wrong?

That feeling can help us want to change something so that we get better.

How can getting things wrong help us?



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

Feeling Focus – Variations of Fear



Subsidiary Focus – Spring Festivals: Passover

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.*

24.1 I See, I Hear

- Whilst presenting the assembly 'Bouncing Back' or the story 'Moses Leaves Egypt' emphasise the feelings happy, sad, fear, anger and ashamed. 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 'Moses Leaves Egypt'.
- 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, shame/guilt, anger, sad, disgust and happy growing and shrinking with or to a partner.
- How scared was Moses? (Big or Small)

24.2b I See, I Hear

- Recount the story 'Moses Leaves Egypt'.
- 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 Moses?
- Children act out fear, shame/guilt, anger, sad, disgust and happy growing and shrinking with or to a partner.

24.3a 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 Moses felt? (Big or small)
- Children act out fear, shame/guilt, anger, sad, disgust and happy growing and shrinking with or to a partner.

24.3b 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 Moses felt?
- Children act out fear, shame/guilt, anger, sad, disgust and happy growing and shrinking with or to a partner.

24.4a I Understand

- Recount the story 'Moses Leaves Egypt'.
- 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 scared 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, shame/guilt, anger, sad, disgust and happy growing and shrinking with or to a partner.

24.4b I Understand

- Recount the story 'Moses Leaves Egypt'.
- 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 scared 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, shame/guilt, anger, sad, disgust and happy growing and shrinking with or to a partner.

24.5 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 like Moses it 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 from big fear to small fear 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.

25. Bouncing Back Again – Moses Goes Back to Egypt



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Can anyone remember the name of the person that was in our story last week? Moses is a very important person for lots of people in the UK and around the world. The stories about him are found in a book called Torah, they can also be found in the Bible. Last week we learned about how Moses was saved by Pharaoh's daughter and how he grew up as a prince in Egypt even though he was born to a group of people called the Israelites. The Egyptian Pharaoh wasn't very kind to the Israelites. Moses was scared and ran away. Even though things didn't go very well for Moses in Egypt he found a new life for himself in Midian. He had a family and a job and he was happy. We suggested last week that Moses bounced back.

But that isn't the end of the story. What about the Israelites living in Egypt? They were still being treated badly by the new Pharaoh. How was their story going to end? We're now going to carry on with the story of Moses and find out if he'll go back to Egypt to help his people the Israelites.

Moses Goes Back to Egypt

Moses enjoyed looking after sheep. One sunny day, while Moses was wandering in the hills, he saw something amazing. There was a bush that was on fire, but it wasn't burning up! The fire didn't hurt the bush at all.

Moses was surprised. He was curious to see what was happening, so he went for a closer look. Suddenly, he heard a voice calling his name, "Moses, Moses!" Moses was surprised and said, "Here I am!" The voice told him, "Take off your shoes, because you are standing on ground that is very special." Moses did as he was told.

The voice was God speaking to Moses. God told Moses that He had seen how the Israelites, Moses' people, were being treated badly in Egypt. God wanted Moses to go back to Egypt and tell the Pharaoh to let the Israelites go free.

Moses was a little scared. He asked God, "Who am I to go to Pharaoh and bring the Israelites out of Egypt?" But God assured Moses that He would be with him and help him.

So, Moses listened to God. He went back to Egypt and bravely went to see the Pharaoh. Moses told Pharaoh, "God says, 'Let my people go!'" But Pharaoh was surprised, but he didn't want to listen. He shook his head and said, "No!"

Then, God sent ten plagues to show Pharaoh that He was serious. The first

plague turned all the water in Egypt into blood. Yuck! The second plague brought lots and lots of frogs hopping everywhere. Ribbit! The third plague was itchy with lots of bugs. The fourth plague sent flies buzzing all around. Bzzzz! The fifth plague made the animals sick. Moo! Baa!

The sixth plague gave everyone itchy, painful sores. Ouch! The seventh plague brought loud thunder and hail that crashed down. Boom! The eighth plague sent locusts flying and eating all the crops. Crunch! The ninth plague made it dark all over Egypt for three days. So dark, you couldn't see anything!

Finally, the tenth plague was the saddest. It made the firstborn sons of the Egyptians very sick. But God protected the Israelites from all the plagues.

After the tenth plague, Pharaoh finally said, "Go! Leave Egypt and take your people with you!" Moses led the Israelites out of Egypt. Soon Pharaoh changed his mind and chased after the Israelites until they were trapped by the Red Sea. God opened up a path through the Red Sea and the Israelites were finally free.

This week we have heard the story of Moses. Moses bounced back after running away from Egypt and you could say the whole Israelite people bounced back after being treated badly by Pharaoh. The stories are a helpful reminder that we can bounce back after difficult times. I wonder how many of the Israelites ever thought they would leave Egypt whilst they were working as slaves. I wonder if Moses whilst tending after his father-in-law's sheep thought he would lead the Israelites out of Egypt and into a land of their own. Jewish people remember this event today with the festival of Pesach or the Passover. When researching our own family history I'm sure we will find stories of resilience and of those who can inspire us that hard times can make us strong, sometimes we need to work hard to bounce back.

Reflection

Can you think of a time when something was hard for you, but you kept trying?

How did you feel afterward?

What do you think the word resilience mean?

Why do you think it's important to keep going even when things feel tough?

What can you do to help when things feel tough?



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

Feeling Focus – Variations of Surprise



Subsidiary Focus – Resilience

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.*

25.1 I See, I Hear

- Whilst presenting the assembly 'Bouncing Back again' or the story 'Moses Goes Back to Egypt' emphasise the feelings 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.

25.2a I See, I Hear

- Recount the story 'Moses Goes Back to Egypt'.
- Moses was surprised to see a bush on fire but not burning up, Moses was surprised when God spoke to him and Moses was surprised God asked him to help free the Israelites from being slaves to Pharaoh.
- Pharaoh was surprised to see Moses and that Moses would ask him to free the Israelites.
- 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.

25.2b I See, I Hear

- Recount the story 'Moses Goes Back to Egypt'.
- Moses was surprised to see a bush on fire but not burning up, Moses was surprised when God spoke to him and Moses was surprised God asked him to help free the Israelites from being slaves to Pharaoh.
- Pharaoh was surprised to see Moses and that Moses would ask him to free the Israelites.
- 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.

25.3a 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.

25.3b 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')**.

25.4a I Understand

- Recount the story 'Moses Goes Back to Egypt'.
- 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:
    - Moses was surprised to see a bush on fire but not burning up, Moses was surprised when God spoke to him and Moses was surprised God asked him to help free the Israelites from being slaves to Pharaoh.
    - Pharaoh was surprised to see Moses and that Moses would ask him to free the Israelites.

25.4b I Understand

- Recount the story 'Moses Goes Back to Egypt'.
- 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:
    - Moses was surprised to see a bush on fire but not burning up, Moses was surprised when God spoke to him and Moses was surprised God asked him to help free the Israelites from being slaves to Pharaoh.
    - Pharaoh was surprised to see Moses and that Moses would ask him to free the Israelites.
- Can the children think of times that they have felt amazed, astonished, wonder, shock, unbelievable and puzzled **(see 'Variations of Surprise')**.



25.5 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 you know a balloon is going to burst, will you still be surprised? Probably. We might still be scared of something that we know will surprise us.
    - If what has surprised you is making you angry (somebody saying something horrible), move away from what surprised you.
    - Surprise may help you get out of a harmful situation – imagine a car horn beeping to let someone know they're not safe.
    - 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.



26. Passover – Jess, Jamie and the Pesach Celebrations



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

The story of Moses and the Israelites leaving Egypt is remembered by Jewish people all over the world. The Jewish festival of Pesach or Passover is a festival that takes place every year around March or April and it remembers some of the events that we have learned about in the last couple of weeks. Can anyone remember some the things that happened to Moses? ***Ask for volunteers to freezeframe or act out events from the story of Moses. There are 9 examples below. Can the audience guess which part of the story it is?***

1. Moses's mum places him in a basket and floats him on the river Nile.
2. Moses grows up as a prince in Egypt.
3. Moses runs away after attacking an Egyptian guard.
4. Moses gets married and looks after sheep.
5. Moses finds a bush that is on fire but isn't burning up.
6. Moses tells Pharaoh to let the Israelites go free.
7. Moses and the Israelites leave Egypt.

For many Jews the Passover is one of the most important celebrations. Not all Jews will celebrate the Passover in exactly the same way but we are going to learn about some of the different things that happen during Pesach.

Jess, Jamie and the Pesach Celebrations

Jess and Jamie were busy cleaning their rooms. They were getting the house ready for the Pesach celebrations.

"No bread should be left anywhere in the house," mum shouted up the stairs. Jamie found a sandwich at the bottom of his school bag. Mum told him put the bread in the bin and his bag straight into the washing machine.

That evening, during dinner, dad asked which Jewish festival Jess and Jamie liked the most. Jess said she loved Hanukkah because she got to light the special candle stick each night. Jamie said he loved camping out in the back garden during Sukkot (the festival of shelters). Dad said that his favourite was Pesach because the Israelites leaving Egypt was one of the most important things that ever happened to the Jewish people.

Dad reminded Jamie about the 'fast

of the firstborn'. During the Passover God rescued the oldest boy from each Jewish family, so the oldest son will go without food on the day before Passover. Jamie looked a little sad, "I forgot about that bit, I don't like feeling hungry." Jamie said looking a little glum.

Jamie's mum reminded him, "Going without food will make the Seder meal even more special,"

The house was clean and Jamie had finished his fast. The family were all sitting around the dinner table ready for the Seder meal. Dad described the meal as a 'story in food', because each item of food reminded them of a different part of the Passover event. The Matzo, a special bread was laid at the centre of the table, it was flat because it didn't have any yeast in it to make is rise.

Dad handed Jess a special book called the Haggadah and told her that it was time to ask her four questions. Jess loved this bit, it made her feel very special. She had been practising singing the questions. After each question, dad answered explaining a little bit more about the Passover story.

"Why is it that on all other nights during the year we eat either bread or matzo, but on this night, we eat only matzo?" Jess sang in the Hebrew language.

"Matzo is the name of bread made without yeast, made in a hurry by the Israelites leaving Egypt," dad replied, also in Hebrew.

"Why is it that on all other nights we eat all kinds of herbs, but on this night we eat only bitter herbs?" Sang Jess.

"The bitter herbs are a reminder of the bitter times of slavery," dad said sadly.

"Why is it that on all other nights we do not dip our herbs even once, but on this night we dip them twice?" Jess continued.

"Potatoes, onions or other vegetables are dipped in salt water, a reminder of the tears. A paste made of nuts and paste is also used as a reminder of the cement used to make the bricks in Egypt," came dad's reply.

"Why is it that on all other nights we eat either sitting or relaxing, but on this night we eat in a relaxed position?" sang Jess pretending to lie down.

"Reclining and relaxing is a reminder of freedom and how royalty would have eaten their meals." Dad's face beamed with the biggest smile.

The festival of Pesach lasts 8 days and the seder meals are held on the first two nights. The story of Moses and the Israelites leaving Egypt are told and the foods on the table help the retelling of the story. Festivals like Pesach are a reminder that we are all part of a bigger community and we are all part of a bigger story. I wonder what you will add to your story today.

Reflection

What does the word 'special' mean?

Lots of special occasions are celebrated with special foods.

Do you have special foods at special times? Ice-cream at the beach, cake at a birthday party or wedding.

What is your favourite food? Would it be special if you had it all the time?

Do you celebrate any special times with family, friends or in your community?



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

Feeling Focus – Variations of Love



Subsidiary Focus – Celebration and Festivals

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.*

26.1 I See, I Hear

- Whilst presenting the assembly 'Passover' or the story 'Jess, Jamie and the Pesach Celebrations' 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.

26.2a I See, I Hear

- Recount the story of the 'Jess, Jamie and the Pesach Celebrations'.
- Both Jess and Jamie loved different Jewish festivals. Jess loved Hanukkah and Jamie loved Sukkoth.
- 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 – 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, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

26.2b I See, I Hear

- Recount the story of the 'Jess, Jamie and the Pesach Celebrations'.
- Both Jess and Jamie loved different Jewish festivals. Jess loved Hanukkah and Jamie loved Sukkoth.
- 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, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

26.3a 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, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

26.3b 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 love **(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, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

26.4a I Understand

- Recount the story 'Jess, Jamie and the Passover Celebrations.'
- 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.
- Jess and Jamie both loved different Jewish festivals. They enjoyed taking part, eating special foods and spending time with their family. They were thankful for their history and that God rescued the Jewish people from slavery in Egypt.
- Children act out love, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

26.4b I Understand

- Recount the story 'Jess, Jamie and the Passover Celebrations.'
- 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.
- Jess and Jamie both loved different Jewish festivals. They enjoyed taking part, eating special foods and spending time with their family. They were thankful for their history and that God rescued the Jewish people from slavery in Egypt.
- 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, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

26.5 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 yourself away from the things that are making you excited.



27. Easter – The Unforgiving Servant



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

You will need eight volunteers for this assembly. 1) The King 2) The servant 3) The servant's wife 4) The servant's two children 5) The fellow servant 6) Two other servants

Many people look forward to spring. It is the time when new leaves and flowers appear after the long winter. The days start to get longer and warmer. Many animals, including sheep, have babies in the spring. This helps the babies grow strong over the summer and be ready for the following winter. Many religions and cultures celebrate the coming of spring.

Easter is a festival that celebrates new beginnings and new life. Easter is the most important Christian festival, it celebrates forgiveness and hope. Forgiveness means to stop being angry at someone for something they did wrong. Easter is important because Christians believe that Jesus took their punishment for the wrong things they have done. This is remembered on Good Friday. It is called 'Good' Friday because it is good news for Christians. Jesus' death allows Christians to find forgiveness.

Easter Sunday is important as it celebrates Jesus coming back to life. The theme of new life is remembered in many Easter traditions. Lamb is traditionally eaten, and lambs represent spring. Eggs and chicks also symbolize new life.

Forgiveness is very important in Christianity. The Lord's prayer asks 'Forgive us for our wrongdoings as we forgive those who do wrong to us.'

One of Jesus' disciples once asked Jesus "Should I forgive someone up to seven times before I no longer need to forgive them?"

Jesus replied, "Not seven times, but seventy times seven." He then told a story about why we should forgive.

We are going to hear the story this morning, but before I start, I need eight volunteers (maybe including a teacher or two). I need a king, 2 servants and a jailer. Our volunteers are going to act the story out as I read it.

The Unforgiving Servant

There was once a very kind king. The king had many servants who helped

him with different things. One day, the king decided to check if everyone had paid back the money they borrowed from him.

He found out that one of his servants called Zimri, owed him a lot of money, so much that it would take many years to pay back. Zimri was very worried because he didn't have the money to pay the king. The king said, "If you can't pay, you and your family will have to work to repay the debt." Zimri fell to his knees and begged, "Please, be patient with me, and I will pay you everything!" The king felt sorry for Zimri and decided to forgive him. He said, "You don't have to pay me back. I forgive you."

Zimri was very happy and left the king's palace. However, as soon as he left, he met Josiah. Josiah owed Zimri a little bit of money. Zimri grabbed Josiah and said, "Pay back what you owe me now!" Josiah was scared and begged, "Please, be patient with me, and I will pay you back." But Zimri refused and had Josiah thrown into jail.

When everyone saw what happened, they were very upset. They went to the king and told him everything. The king was very angry. He called Zimri back and said, "You are a bad servant! I forgave you a big debt because you asked me to. You should have forgiven Josiah just as I forgave you." The king sent Zimri and the rest of his family to jail until they could pay back all the money Zimri owed.

Well, there was lots going on in that story. A servant who owed lots of money to the king. Another servant who owed only a few pounds. A kind king who forgave the servant's big debt and the servant who didn't forgive the other servant's small debt. I wonder how Zimri felt when he found out the king had forgiven all the money he owed. It is hard to understand how Zimri could be so angry at Josiah who only owed him a few pounds. The lesson from this story is that we should forgive other people because we have been forgiven by others for the wrong things we have done.

When people do things that hurt us, like saying something mean, we might feel like we don't want to talk to them again. But do we sometimes say or do things that hurt other people? Imagine what our school or our families would be like if we never forgave others for the wrong things they did and they never forgave us. Eventually, no one would talk to anyone else!

It is easier to forgive others when we know that people forgive us and give us a second chance. Parents, family members, carers, teachers and friends have all forgiven us for some of the things we have done. We all make mistakes or bad choices sometimes. Some people might make more mistakes than others, but that just means we need to give them more chances.

I wonder how angry the servant felt when he met the other servant who owed him only a few pounds? We can't control what other people do and say, but we can choose how we feel inside when someone hurts us.

Reflection

Have you felt angry because someone has done something unkind to you or your friend?

We all have done unkind things and made other else feel angry.

But it is important to remember that we all make mistakes and bad choices.

Can we choose not to be angry when someone is unkind to us?



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

Feeling Focus – Variations of Anger



Subsidiary Focus – Saying Sorry and Forgiveness

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.*

27.1 I See, I Hear

- Whilst presenting the assembly 'Easter' or the story 'The Unforgiving Servant' emphasise the feelings happy, 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.

27.2a I See, I Hear

- Recount the story 'The Unforgiving Servant'.
- The king was angry with the servant because he didn't forgive even though the king had forgiven him.
- 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.
- Children act out love, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

27.2b I See, I Hear

- Recount the story 'The Unforgiving Servant'.
- The servant was angry when another servant couldn't pay the little he owed. On hearing this the king was very angry with the servant because he had forgiven him his big debt.
- 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 love, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

27.3a 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.
- Children act out love, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

27.3b 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.
- Children act out love, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

27.4a I Understand

- Recount the story 'The Unforgiving Servant'.
- 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 us angry. The servant was angry when another servant couldn't pay back the little he owed. On hearing this the king was very angry with the servant because he had forgiven him his big debt. Was it fair that the servant was angry? Was it fair that the king was angry?
- Children act out anger, growing and shrinking with or to a partner.
- Children act out love, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

27.4b I Understand

- Recount the story 'The Unforgiving Servant'.
- 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 us angry. The servant was angry when another servant couldn't pay back the little he owed. On hearing this the king was very angry with the servant because he had forgiven him his big debt. Was it fair that the servant was angry? Was it fair that the king was angry?
- 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 love, surprise, fear, anger, sad, disgust and happy growing and shrinking with or to a partner.

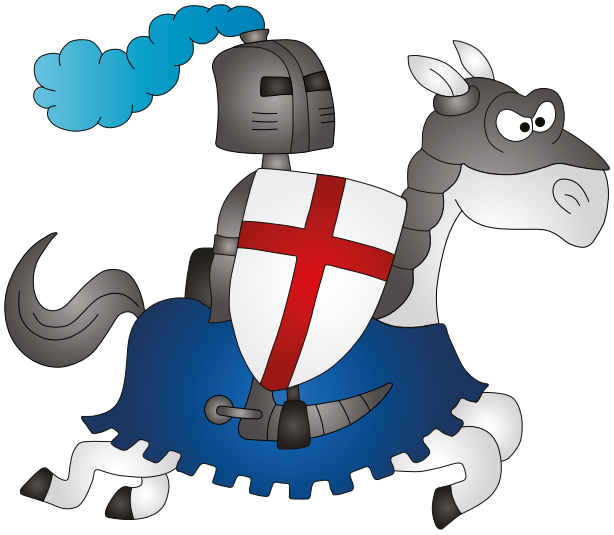


27.5 I Can

- 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 the king. Explain that you forgave Zimri of the money he owed you. Zimri seed very happy. You couldn't understand why Zimri put Josiah in jail for not being able to pay back the little bit of money he owed Zimri. Was it right for Zimri to be angry with Josiah? Was it right for you to feel angry when you found out that Zimri had put Josiah in jail.
- What should Zimri have done when he started feeling angry about Josiah owing him money?
    - Zimri should have thought about how thankful he was when the king forgave and cancelled his dept.
    - 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.



28. St George's Day – George and the Dragon



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 purple. 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 UK or the United Kingdom is? The UK is made up of four countries: England, Scotland, Wales, and Northern Ireland. Great Britain is three of these countries: England, Scotland, and Wales. The British Isles include all these countries and lots of little islands, over 6000 of them!

Each country in the UK has a special saint called a patron saint. England's patron saint is St George, Ireland's patron saint is St Patrick, Scotland's patron saint is St Andrew, and Wales's patron saint is St David. A patron saint is like a special person who looks after a group of people. For example, Saint Ambrose is the patron saint of learning, and Saint Gregory the Great is the patron saint of teachers, students, and musicians.

This week we will think about St George, the patron saint of England. St George's Day is on April 23rd. St George was not born in England; he was born in a place called Turkey a long, long time ago. He was very brave and believed in being good and kind. He became a leader in the Roman army.

The Roman Emperor, called Diocletian, who was like a king, didn't like people who believed in Jesus. George believed in Jesus and was very brave, so the emperor put him in prison and then killed him on April 23rd. George stayed brave and strong in his Christian beliefs, even when things were very hard. The emperor's wife, Alexandra, saw how brave George was and decided to believe in Jesus too, even though it was dangerous.

A few hundred years later an English King called Edward III decided that George would be the patron saint of England. Every year on April 23rd, people remember St George and celebrate his bravery.

St George's Day is a special day in England. In London, people have a big party in Trafalgar Square with fun things to do like music, games, dancing, and stories about St George. There is a place in Liverpool called St George's quarter. St George's day is celebrated with lots of family activities. St George is the hero for Scouts because he was very brave. Scouts, cubs, and beavers often have parades and walk through the streets, ending with a church service.

The Union Jack is the flag of the United Kingdom. Do you know what the flag

of England looks like? It's called the St George's Cross and it has a red cross on a white background. When England's sports teams play, people show this flag to cheer them on. St George's special symbol, the red cross on a white background, can be seen in many countries and cities around the world. Places like Portugal, Lithuania, Romania, Germany, Greece, Istanbul, and Ethiopia also celebrate St George.

George and the Dragon

Once upon a time, in a faraway town called Silene, there was a big, scary dragon. The people of the town were very scared of the dragon. The dragon wouldn't let the people get water to drink unless they gave him a sheep to eat.

One day, there were no more sheep left, and the dragon demanded that the people give him their princess. This made the people very sad. They didn't know what to do.

But then, a brave knight named St George came riding into town on his white horse. He heard about the dragon and decided he would save the princess and the town.

St George rode straight to the dragon and charged at him with a spear. But the dragon had very hard scales, and the spear broke. St George fell off his horse, but he didn't give up.

He saw that the dragon didn't have any scales under its wing. St George grabbed his sword and bravely fought the dragon. He struck the dragon under its wing, and the dragon was defeated.

The townspeople were so happy and grateful that they built a church to remember St George's bravery. They also found water where the dragon was killed, and this water could make sick people better.

St George became a hero, and people told his story for many years. He was known for being very brave, and every year, people celebrated St George's Day to remember how he saved the town from the dragon.

The legend of St George and the Dragon has been told to millions of children down through the years. St George is the patron saint of England, and he is remembered for being brave. Different Patron Saints are remembered for different things. I wonder what qualities people think of when they hear my name? What qualities do people think of when they hear your name?

Reflection

Do you think that you are brave?

What brave things have you or your friends done?

Have you done something or gone somewhere even though you were scared?

Can you choose to be brave even though you're scared?



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

Feeling Focus – Variations of Fear



Subsidiary Focus – Being Brave

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.*

28.1 I See, I Hear

- Whilst presenting the assembly 'St George's Day' or the story 'George and the Dragon' emphasise the feelings sad, fear and happy. 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 'George and the Dragon'.
- 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 fear growing and shrinking.
- How scared do you think the townspeople were of the dragon?
- Children act out different emotions growing and shrinking with or to a partner.

28.2b I See, I Hear

- Recount the story 'George and the Dragon'.
- 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 do you think the townspeople were of the dragon?
- Children act out different emotions growing and shrinking with or to a partner.

28.3a 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 scared do you think the townspeople were of the dragon?
- Children act out different emotions growing and shrinking with or to a partner.

28.3b 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 scared do you think the townspeople were of the dragon?
- Children act out different emotions growing and shrinking with or to a partner.

28.4a I Understand

- Recount the story 'George and the Dragon'.
- 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 different emotions growing and shrinking with or to a partner.

28.4b I Understand

- Recount the story 'George and the Dragon'.
- 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 different emotions growing and shrinking with or to a partner.



28.5 I Can

The Lion and the Mouse (another story about being brave)

Once upon a time a lion was sleeping after he had eaten. While he was asleep a mouse walked up the lion's tail and jumped around on the lion's back. He boasted to the rest of the animals that mice shouldn't be scared of lazy lions. The mouse then jumped down and was going to play near the lion's foot when the lion woke up, picked up the mouse and roared very loudly.

Although the mouse was scared, he boldly asked the lion if he would let him go and he also asked if he could be the lion's friend. He told the lion that if he let him go, then one day the mouse might be able to help the lion. The lion was still full from his meal and thought that the mouse was very small anyway. He thought the mouse was very funny to think he could help a lion! But the lion let the mouse go.

Some time went by and the lion became tangled in a hunter's net. Now the lion was very scared. He roared and roared. The animals in the jungle heard the lion roaring. Elephants, zebra's, monkeys all looked at each other and knew they dare not go near the net because the lion had eaten some of their friends. The mouse looked at them and said that the lion was his friend and he would free the lion. There was a lot of mumbling and laughing from the animals. How could a mouse help a lion trapped in a net, and if he could, why would he not think the lion would eat him. The mouse ran over to the trap and started gnawing through the net bit by bit. Eventually the lion was able to get out of the net. The lion remembered that he had laughed when the mouse said that one day the mouse might help lion. The lion wasn't laughing now, he was very grateful and was glad that he was the mouse's friend.

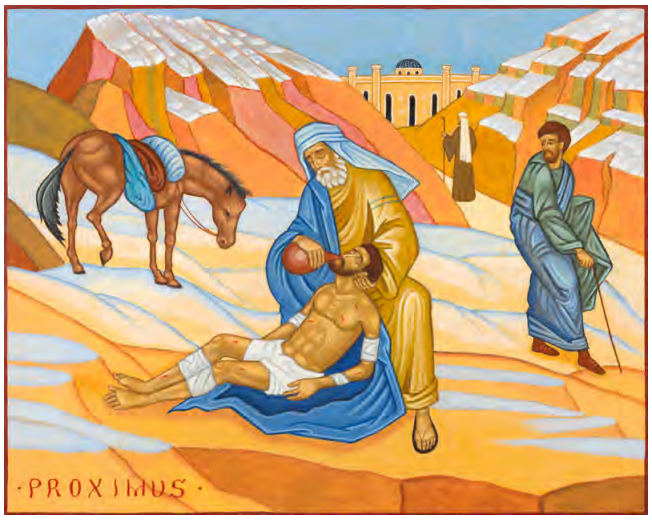
Do you think the mouse was brave or foolish?

Can you be brave and scared at the same time?

What fears have you overcome? (When were you brave?)



29. Being Generous – The Parable of the Good Samaritan



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Today we are going to think about being kind and generous. Can you think of some of the many different ways that we can be kind? *Ask for some examples of how we can be kind.*

How would you explain what kindness is if someone asked you what the word 'kindness' means? We might describe kindness as being nice and helpful to others. We might explain what kindness is by giving some of the many examples of what it is to be kind. Being kind can make other people feel important and special. I know that I am thankful when someone is kind to me. I am grateful when I'm walking around the school with lots of books in my hands and someone takes the time to open a door for me without being asked.

How would you explain what being generous is? We might describe generosity as being happy to share or give away things that you like, like toys or snacks. Being generous means giving away something or sharing something without wanting to get anything back in return. A generous person might share their time, money or toys to help others without wanting to get anything.

Who do you show kindness to? I hope that we are kind to our friends, family and teachers. We might be kind to our pets. There are times that we might show kindness to strangers and people that we don't know. We might stand up when on a crowded bus to let someone sit down. We might open a door for someone who is visiting our school. You or your family might give money to a charity like Children in Need.

There is a very famous story told by Jesus in the Bible that helps us to think about being kind and who we are being kind to. It is often called the Good Samaritan.

The Parable of the Good Samaritan

Once upon a time, there was a man who was walking down a road. Suddenly, some robbers jumped out and hurt him very badly. They took all his money and left him lying on the side of the road.

Soon, a priest came walking by. He saw the hurt man but was scared of being robbed, so decided not to help him and quickly walked away. Next, a Levite (who helped at the temple) came down the road. He also saw the hurt

man but was too busy and walked away without helping.

Then, a Samaritan came by. The Samaritans were people from a different country. When he saw the hurt man, he felt very sad and wanted to help. He bandaged the man's wounds and put him on his donkey. The Samaritan took him to an inn and took care of him all night.

The next day, the Samaritan had to leave, but he gave the innkeeper some money and said, "Please take care of this man. If you spend more money than this, I will pay you back when I return."

Jesus told this story after someone asked Jesus about who they should be kind to. There is a famous saying that goes something like this 'do unto others as you would have them do unto you'. It means that we should treat others as we want to be treated. A person was asking Jesus, who were the 'others' that are referred to in this saying. They were really asking, should we only be kind to family members of those in our own community. Jesus used the example of a Samaritan, because they were people from a different country. Jesus was saying we need to be kind to everyone.

Imagine what it would be like if everyone in our community were kind and generous all the time. In the Bible, Jesus taught his followers to be kind and generous. He said it is easy to help friends, but we should also be kind to those who are mean to us. Jesus said, "if anyone forces you to go one mile, go with them two miles." This means that we should help others more than they expect. Being kind to people we like is easy, but would you open a door for someone who is mean to you? If you keep being kind to them, they might become nicer over time.

Wouldn't you like to be friends with kind and generous people. Kindness and generosity are important qualities in a friend and make our community stronger. How can you be kinder and more generous? A long time ago, a wise person named Seneca said, "Wherever there is a human being, there is an opportunity for kindness." Every one of us has the chance to be kind and generous every day. Can we choose to be kind and generous today?

Reflection

Why was the good Samaritan generous (kind)?

When has someone been generous (kind) to you?

When have you been generous to others?

What can you do to be generous today?



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

Feeling Focus – Variations of Sad



Subsidiary Focus – Kind and Generous

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.*

29.1 I See, I Hear

- Whilst presenting the assembly 'Being Generous' or the story 'Parable of the Good Samaritan' emphasise the feelings 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.

29.2a I See, I Hear

- Recount the 'Parable of the Good Samaritan'.
- 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.

29.2b I See, I Hear

- Recount the 'Parable of the Good Samaritan'.
- 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.

29.3a 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 the robbed man feel in the story?

29.3b 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 the robbed man or the Samaritan feel in the story?

29.4a I Understand

- Recount the 'Parable of the Good Samaritan'.
- 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, the man would be sad that he was robbed. The Samaritan would have been sad, feeling sorry for the robbed man.

29.4b I Understand

- Recount the 'Parable of the Good Samaritan'.
- 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 the Good Samaritan sad? The man would be sad that he was robbed. The Samaritan would have been sad, feeling sorry for the robbed man.
- Can the children think of times that they have felt unhappy, upset, glum, distressed, miserable and gloomy **(see 'Variations of Sad')**.

29.5 I Can

- Recount the 'Parable of the Good Samaritan'.
- What does the story of the Good Samaritan teach us about being Kind?
- Can you think of some of the many different ways that we can be kind?
  - How can we be kind to our family?
  - How can we be kind to our friends?
  - How can we be kind to our school community?
  - How can we be kind to people that we don't know?
- How can being kind make our school a happier place?



30. Weathering the Weather – Janie's Rainy Day & The Wise and Foolish Builders



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Have the following in three separate plastic bags.

1) Summer clothes – Sun glasses, sun cream and a sun hat.

2) Rainy clothes – Wellies, rain coat and an umbrella.

3) Winter clothes – Big thick coat, gloves and a woolly hat.

Today, we are going to be thinking about the weather. How many weather conditions can you name? (e.g. sunshine, windy, rainy, snowing, tornado, hurricanes). What weather do you think of when you think of this country? *Ask for three volunteers. Give each volunteer a plastic bag with the clothes for the different types of weather and ask the volunteers to put on whatever is in the plastic bag.* What weather is each volunteer dressed for? We have lots of different types of weather in the UK, so we need lots of different types of clothes.

Have you heard the phrase 'weathering the storm'? It means that no matter what happens to us, like the weather, we are able to get through it. Can anyone remind me what resilience is? Resilience is the ability to continue even though times are tough or you have failed in the past. We can't change the weather and in the UK we talk a lot about the weather, probably because we have lots of different types of weather. In the UK the snow can close schools and the rain can postpone school sports days. Rain can flood homes and the wind can bring down trees. Listen to this poem.

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather,
Whatever the weather,
Whether we like it or not.
(Author: Unknown)

How do we weather the weather in the UK? We often weather the weather by simply wearing the right clothing or in the case of rain or snow, staying inside where it is warm and dry. There is another saying, 'there is no such thing as bad weather, only bad clothing'. We're going to hear a story about what we might do to prepare to weather the weather.

Janie's Rainy Day

Janie could see the sun shining as her mum opened the curtains. "It's time to wake up," she said to Janie. "We're going to the seaside with Nana today."

Later as they were getting ready to go, Janie's mum told Janie, her sister and her two brothers to pack their raincoats

into a bag along with anything they wanted to take with them. Janie was so excited. She loved the beach and she loved her Nana. Janie put her bag on the back of her wheelchair and they all set off for the bus.

It was only a short ride to the bus station and Janie could see Nana waiting for them at the bus stop. "It's a lovely day," said Nana as they hugged each other. A big coach was waiting for them. They all got onboard and in no time at all they were all at the seaside.

They strolled along the promenade eating an ice cream. Janie loved the smell of the sea and the sound of the waves as they lapped the stony beach. Nana pointed out a dark cloud on the horizon and before long they could feel the drops of rain falling from the sky. Janie was surprised; it was supposed to be a sunny day. "Put on your coats," their mum said. Janie grabbed her bag from the back of the wheelchair, but to her surprise she'd forgot to pack her raincoat. The rain began falling harder. Janie began crying.

"I told you to pack your raincoat," said her mum.

"It's only a passing shower", Nana said as they ran to the nearby amusement arcade. Jamie played a game of air hockey with her sister whilst her brothers played a motorbike racing game.

It wasn't long and the sun was shining again. The smell of the rain on the warm concrete lingered in the air as they made their way back on to the promenade. I love the British weather, but it does require a lot of different clothing.

There is a popular story about a rainy day that is found in the Bible. It is often called 'The Parable of the Wise and Foolish Builders'. Jesus told this story to teach people that what we do before it rains can help us when the storms come.

The Wise and Foolish Builders

Once upon a time, there were two builders. One was very wise, and the other was foolish. The wise builder decided to build his house on a strong, solid rock. He worked hard to make sure his house was safe and sturdy. The foolish builder, on the other hand, chose to build his house on the sand. It was much easier and quicker to build on the sand, but it wasn't very strong.

One day, a big storm came. The wind blew, the rain poured, and the water rose. The wise builder's house stood firm because it was built on the strong rock. But the foolish builder's house, which was built on the sand, fell down with a big crash!

Jesus used this story to remind us that following other people's wise instructions can help us in the future. What could Janie have done to better prepare for the rain when she visited the seaside? Today we have learned that there are some things in our lives that just happen to us, like the weather. We can't prepare for everything, but we can do things to help us when the sun is shining to help us when we need to weather the weather.

Reflection

When do you wear a raincoat?

When do you put on sun cream/lotion?

When do you put on a warm coat?

What can we do to get ready for the weather?

What can we do to get ready for school, being a good friend, learning etc?



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

Feeling Focus – Variations of Surprise



Subsidiary Focus – Preparation and Resilience

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 'Weathering the Weather' or the stories 'Janie's Rainy Day' or the stories 'The Wise and Foolish Builders' emphasise the feelings happy (excited), sad 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.

30.2a I See, I Hear

- Recount the stories 'Janie's Rainy Day and 'The Wise and Foolish Builders'.
- 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.

30.2b I See, I Hear

- Recount the stories 'Janie's Rainy Day and 'The Wise and Foolish Builders'.
- There are lots of words that we can use to describe fear. 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 surprise 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.

30.3a 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.

30.3b 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')**.

30.4a I Understand

- Recount the stories 'Janie's Rainy Day and 'The Wise and Foolish Builders'.
- 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 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 stories:
  - Janie was surprised that it started to rain.
  - Janie was surprised that she'd forgot to pack her raincoat.
  - The foolish builder was probably surprised that his house fell down.

30.4b I Understand

- Recount the stories 'Janie's Rainy Day and 'The Wise and Foolish Builders'.
- 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, 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:
  - Janie was surprised that it started to rain.
  - Janie was surprised that she'd forgot to pack her raincoat.
- The foolish builder was probably surprised that his house fell down. Can the children think of times that they have felt amazed, astonished, wonder, shock, unbelievable and puzzled **(see 'Variations of Surprise')**.

30.5 I Can

- Recount or reenact the stories 'Janie's Rainy Day and 'The Wise and Foolish Builders'.
- Use a puppet to ask the following questions:
  - What did the Wise man do to prepare for the storm? How did it help him?
  - What didn't Janie do to prepare for the rainy day?
  - What can you do to prepare to be a good friend?
  - What can you do to prepare for when someone is not being a good friend to you?



31. Amazing Sun – The Day Water Came to Visit



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Today we are going to think about our amazing Sun. If you could ask the sun a question, what would it be? You might ask the sun where it came from? You might ask the sun about its size, weight or how it helps us to separate the day from the night. What you might ask the sun, what makes it happy or sad, angry or scared.

There are things we humans have been able to find out about the sun. We know how big the sun is. We know how far the sun is away from the earth. We know how hot it is and how long it takes the light to travel from the sun to the Earth. If you were to go into space the sun would look white. What colours do we see the sun here on Earth? Yellow, orange and red. We know what the sun is made of and how it creates the heat we feel and the light we see.

The Sun is amazing. Without the sun we wouldn't have daylight, warmth, plants, trees, pets, clouds, rain, day and night. The sun allows us to have oxygen, water and sunscreen (I call it suntan lotion). It powers all life on the earth. The Sun has shone over every human being that has ever lived on this Earth.

The power of the Sun isn't just in its heat and light to our planet. The power of the Sun can also be in how it makes us feel. The Sun can also improve our health and well-being in a number of ways. Being in the Sun helps to make our bones strong and helps us to fight colds. The Sun can cheer us up. Have you ever felt SAD? There is a feeling of sadness and depression called Seasonal Affective Disorder or SAD that is caused if people don't get enough sunlight.

The Sun gives us more energy, we need less sleep in the summer compared to the winter to gain the same amount of energy.

It's important to be safe in the Sun. Never look directly at the Sun because it can hurt your eyes. On sunny days, remember to wear sunscreen, a hat, and sunglasses to protect yourself. Drink lots of water to stay hydrated and find shade if you feel too hot. The Sun is amazing, but we have to respect its power.

The Sun is so important to us that many cultures have worshipped the Sun as if it were a person or a god. Many cultures gave a name to a god represented by the Sun. Ancient Egyptians called him Ra.

The ancient Greeks called him Helios and the Romans, Sol or Solaris. Apollo was another Roman god associated with the sun. The Celts called the Sun god Lugh. Surya is the Hindu god of the Sun. Statues or images of Surya often have him sitting on a chariot pulled by seven horses, to represent the seven colours of the rainbow.

There are many stories that include these gods and explain how and why the Sun lives in the sky today. Judaism, Christianity and Islam all teach that the Sun is not to be worshipped because God created all that exists including the Sun. Worshipping the Sun will take the focus away from worshipping the one true God. For many people the theory of the Big Bang helps to explain where the sun came from.

This week we are going to hear lots of stories that include the Sun. Today's story is from West Africa and is called 'The Day Water Came to Visit'.

The Day Water Came to Visit

Once upon a time Sun and his wife, Moon, both lived happily together in a house on the Earth. Sun was good friends with Water, and Sun would visit Water and the fish and creatures that lived in him. On one visit, Sun remarked that Water had never visited Sun or Moon's house. Water replied that Sun's house wasn't big enough and that Sun would need to create an area that was really really big if Water ever came to visit. The Sun returned home and started to create an area that could contain Water.

Eventually, Sun and Moon both agreed that they were ready for Water's visit. Sun found Water and told him of their new room ready for Water's visit. Next day, Water knocked on Sun and Moon's door. Sun and Moon welcomed Water in. Water asked if they were sure that they had enough room for him. 'Come in' they continued and Water started to flow into the Sun and Moon's house. Soon Water covered the floor, then he covered the furniture. Fish and other creatures were swimming around Sun and Moon's house. Soon Water had reached the ceiling, both Sun and Moon climbed on the roof of their house. But Water kept rising and soon Sun and Moon's feet were getting wet. Eventually Sun and Moon both had to leap into the sky where they still live to this day.

This week we have heard lots of facts and myths about the Sun. The stories that help to explain where it came from and why it lives in our sky shows us that human beings throughout history have been interested in how and why we have the Sun and Moon in the Sky. The Sun is powerful and without it there would be no life on Earth.

Reflection

Do you like a sunny day?

Do you think the sun is happy?

Do we need to protect ourselves from the sun? How?



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

31.1 I See, I Hear

- Whilst presenting the assembly 'Our Sun' or the story 'The Day Water Came to Visit' 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.

31.2

- Can anyone recount the story we heard yesterday that included the Sun, Moon and Water?
- Today we are going to hear another tale about the Sun and Moon, this story is from Kenya in East Africa. In this story, the Sun and Moon are not husband and wife like in the story we heard yesterday, instead, in this account, they are brothers.

God gives Sun and Moon a Time Out

The Moon was a star much bigger and brighter than his younger brother, the Sun. The Sun, jealous of his bigger brother would pick fights and call his brother names. One day, things got out of hand, and the two brothers started fighting. The Moon and the Sun wrestled and fought like only brothers can. Eventually they came to a large area of mud, the fighting continued. At the edge of the mud the Sun pushed the Moon, the Moon lost his balance and fell face first into the mud. God eventually made them stop fighting. To keep them apart, God ordered the Sun to shine during the day and the Moon was ordered to shine at night, but by now he was covered in mud dimming much of his brightness.

31.3

- Can anyone recount the story that included the Sun, Moon and Water?
- Today we are going to hear another tale about the Sun, this story is from the Democratic Republic of the Congo in central Africa. There are different versions of this story.

Mokele Rescues the Sun (A rhyming tale)

In a village by the Congo, in the shadow of the night,
Lived young Mokele, with a dream burning bright.
The land was cold and dark, no warmth did grace their days,
For the sun was stolen long ago, in Chief Mokulaka's ways.
The elders spoke of golden beams and fields aglow with light,
But now they lived in shadow, hearts heavy with their plight.
Mokele heard the stories, of the sun's once joyful reign,
And vowed to bring the light back, to end their cold and pain.
With courage in his spirit, and friends by his side,
They wove a net of power, with which the sun would bide.
They climbed the highest mountain, to the sky where sun would play,
To capture back the warmth, to bring back night to day.
Through trials and tribulations, their journey did unfold,
Facing fierce storms and tempests, through nights so dark and cold.
But Mokele's heart was steadfast, his resolve never swayed,
He knew that for his village, this price must be paid.
At last they faced Mokulaka, the chief of shadows dark,
Who held the sun imprisoned, its light a hidden spark.
With cunning and with bravery, Mokele did engage,
And freed the brilliant sun, from Chief Mokulaka's cage.
The sun rose high in the sky, casting golden light anew,
The village cheered in wonder, as the warmth and brightness grew.
Mokele was their hero, his name forever sung,
For he had freed the sun, and a new day had begun.



31.4

- Can anyone recount the story that included the Sun, Moon and Water?
- Today we are going to hear another tale about the Sun, this story is from South Africa.

The Sun. A Bushman Legend

Once upon a time, there was an old man named Outa who loved to tell stories. One night, he sat by the fire with his little friends, warming his hands.

"Boys and girls," Outa began, "did you know that a long time ago, the Sun was once a man?"

The children looked at him with wide eyes. "A man?" they asked.

"Yes," Outa said, nodding. "Long ago, there was a man who lived in a place far away. From his armpits, light shone out brightly. When he lifted one arm, it lit up one side of the place. When he lifted the other arm, the light shone on the other side. And when he lifted both arms, light spread all around!"

The children giggled, imagining a man with light coming from his armpits.

"The people who lived there loved the light," Outa continued. "But they wished it could reach farther. So, one day, a wise old woman told the young people to lift this man high into the sky. They waited until he fell asleep, then they quietly picked him up and swung him to and fro. Finally, they threw him high into the sky, where he stayed."

The children gasped. "What happened then, Outa?" asked little Jan.

"When the man woke up and stretched, the light from his armpits shone all over the world," Outa explained. "It made the earth warm and bright, and plants grew everywhere. This is how the Sun became what it is today. When he lifts his arms, it's day. When he puts one arm down, it's cloudy. And when he puts both arms down to sleep, it's night."

"And that's why we have days and nights," Outa said with a twinkle in his eye. "And when the Sun is far away, it's cold, like winter. But when he comes closer, it's warm, like summer."

The children clapped their hands, delighted with the story.

"But Outa," Pietie asked, "what about the stars and the moon?"

"Ah," Outa smiled, "that's a story for another night. Now, it's time for bed. But remember, the Sun is always watching, even when he's sleeping."

And with that, the children said goodnight to Outa and went to bed, dreaming of the Sun man lighting up the sky with his bright, warm light.

**This story has been adapted from 'The Sun. A Bushman Legend'. One of 15 folktales in the book 'Outa Karel's Stories South African Folk-Lore Tales' Published in 1914 by Macmillan and Co. London.*

31.5

- We started this week by asking, if you could ask the sun any question, what would it be. Do you have any other questions now we have listened to the stories this week?
- Do you have a favourite story about the sun.
- Where in the stories do you think the sun was Happy, sad, angry or scared? Do you think anything surprised the sun?
- Do you know of any other stories about the sun? Could we come up with a story of our own that includes the sun.

32. Charities – Charitable Janie



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Has anyone heard of any of the following: BBC's Children in Need Appeal, Red Nose Day (or Comic Relief), Christian Aid Week, British Red Cross and Red Crescent Week. Does anyone know what they all have in common? They are all charities. They raise money so that they can help people. You may have seen an advert on the telly from a charity asking for money so that they can help people who may not have enough food to eat or that are sick and need to see a doctor. There are lots of different charities that help people with lots of different needs, but they all have one thing in common. Charities ask people to give something, like their time, their money or their skills so that they can help other people without getting anything back in return.

It is very sad that some people don't have enough food or that they are sick and cannot see a doctor. Charities help people who are in difficult situations. Charities are organisations that help other people. But that doesn't mean that we can't all be charitable. The word charitable means being kind to another person. Remember the Parable of the Good Samaritan.

The Parable of the Good Samaritan

Once upon a time, there was a man who was walking down a road. Suddenly, some robbers jumped out and hurt him very badly. They took all his money and left him lying on the side of the road.

Soon, a priest came walking by. He saw the hurt man but was scared of being robbed, so decided not to help him and quickly walked away. Next, a Levite (who helped at the temple) came down the road. He also saw the hurt man but was too busy and walked away without helping.

Then, a Samaritan came by. The Samaritans were people from a different country. When he saw the hurt man, he felt very sad and wanted to help. He bandaged the man's wounds and put him on his donkey. The Samaritan took him to an inn and took care of him all night.

The next day, the Samaritan had to leave, but he gave the innkeeper some money and said, "Please take care of this man. If you spend more money than this, I will pay you back when I return."

The Good Samaritan was kind to someone even though he didn't know them. The priest and the Levite walked past a person

from their own community, but it was a stranger that stopped and helped the man who had been robbed. This is a story to help us learn more about charities and being charitable.

Charitable Janie

Janie's class had been looking at what it is to be charitable. They had been learning about different charities in the UK. The school had had a visit from Mr Harris who worked for the British Red Cross. Mr Harris told everyone that the British Red Cross helped people in need, whether they were sick, hungry, or had experienced something scary like a flood or fire. They also provided food, medicine and comfort to those who needed it the most. The class then learned how to bandage a teddy bear's broken arm.

The class also had a visit from Rebecca who worked for the Chairty, Christian Aid. She along with some others acted out the Parable of the Good Samaritan and asked the children to think about how they could be a Good Samaritan to children in their school or people in their community or even strangers that lived around the world. She said that the Good Samaritan used what he had to help the poor man. He used his time, money and his donkey. The Good Samaritan didn't get anything in return, he may not have even got a thank you. Rebecca said that Christian Aid helped people all around the world. But she said that everybody could be charitable to people in their community by using their time, money or skills without wanting to get anything in return.

Later that day during playtime, Janie was being pushed around the playground by Thomas. They saw a boy from another class trip and fall. It was a nasty fall and the boy cried out in pain and clutched his leg. One of the teachers ran over to help the boy. Janie suggested that Thomas wheel her over to see if there was anything they could do. The boy lifted himself up on to his feet, but Janie could see he was struggling to walk and it was a long way to the school's first aid room. "Why don't you use my wheelchair", Janie suggested. Janie climbed out of her wheelchair and sat on the floor. She told Thomas to wheel the boy to the first aid room. Janie assured them that she would be able to sit on the grass until Thomas came back. Five minutes passed and Thomas returned with the wheelchair. Thomas told Janie that the boy was going to the hospital to check out his leg. "He didn't even say thank you," Thomas grunted.

Janie looked sad. "Maybe his leg hurt too much." Then she smiled. "I was being charitable, so I don't need a thank you." They both laughed and Thomas wheeled Janie back into school.

Reflection

What charities do you know of?

How does it make you feel when someone is kind to you?

Are you nice to others because they are nice to you?

Should we be nice to others, even people we don't know?

How can we be nice to people that we don't know?



Activities: Approx. 3-7 years

Focus – Feelings Pit Stop

Optional resources to support this week's theme:

- 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 'Charities' or the story 'Charitable Janie' 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. Wise Old Owl – How Owl Became Wise



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

A wise old owl lived in an oak
The more he saw the less he spoke
The less he spoke the more he heard.
Why can't we all be like that wise old bird?

The fox may be clever, a dog may be man's best friend, and a bee might be busy, but the owl has always been thought of as very wise. There are lots of stories that include wise owls. Do you know of any? The owl in 'Winnie-the-Pooh,' is thought of as wise because he's the only creature that can read (well sort of).

The rhyme we read at the beginning was used a long time ago to remind children to be quiet. Being wise means using what we know and what others tell us to make smart choices. It's not just about being quiet; it's about listening carefully and learning from others. We can use what we learn and see to help us make good decisions, like what to do, what to say, and even what to ask for.

How Owl Became Wise

An old Native American story suggests that the owl wasn't always wise. Once upon a time, a long time ago the Everything-Maker was busy making all the creatures and plants that covered the earth. The Everything-Maker started making Owl. The Everything-Maker made Owl's head, eyes, body and wings. Owl had also been given a voice. Before the Everything-Maker had finished, Owl said to the Everything-Maker, "I want a long neck like Swan and I want red feathers like Cardinal (a bright red bird from North and South America) and a strong, sharp beak like Hawk."

The Everything-Maker agreed but insisted that Owl must wait his turn. The Everything-Maker put Owl down facing the wall unfinished and continued making Rabbit. The Everything-Maker insisted that Owl didn't open his eyes until Owl had been finished. The Everything-Maker turned to the nervous Rabbit and asked "what do you want, little rabbit?"

"I have already received my long legs and my long ears, but I would really like fangs, and claws. Yes! I would really like claws."

The Everything-Maker agreed, "I think we can manage claws and fangs."

"Silly Rabbit!" Owl said loudly. "Why don't you ask for something useful, like wisdom? I demand wisdom"

The Rabbit felt silly, he turned his face to the ground.

The Everything-Maker told Owl to be quiet but Owl turned his head right around and demanded that the Everything-Maker give them both what they asked for. The Everything-Maker was so angry with Owl. The Everything-Maker shoved Owl's head so hard that his neck disappeared, the Everything-Maker then shook Owl, Owl's eyes nearly popped out of his head. The Everything-Maker then pulled Owl's ears making them stand out from Owl's head.

The Everything-Maker said, "I have made your neck short to hold up your head, your eyes big to make sure that you can see better and big ears so that you can hear better. I have also given you wisdom. Now use your wisdom and fly away before I take away what you have been given."

Owl, being wise, quickly flew away. The Everything-Maker returned back to finish making Rabbit, but Rabbit had gone, too ashamed of the Everything-Maker to wait. To this day, Owl tries to avoid the Everything-Maker, only coming out at night when the Everything-Maker is asleep.

This Native American tale suggests how the owl may have gained its wisdom. There is a verse in the bible that says: Happy is the person who finds wisdom. And happy is the person who gets understanding. Proverbs 3:13 (ICB – International Children's Bible). How do we find wisdom and how do we get understanding? We learn from our experiences, but we also learn from the experiences of others.

A wise old owl lived in an oak
The more he saw the less he spoke
The less he spoke the more he heard.
Why can't we all be like that wise old bird?

Wisdom is often connected with being old, wisdom grows as we grow. The people around us have often been through experiences and situations that we go through. By listening to the way other people have dealt with problems in their life, it can help us to think about the right decisions in ours. Sometimes it is simply helpful to know that other people face the same problems that we face. Wisdom maybe accepting the instructions that are given to us by someone who cares.

Reflection

Have you listened to someone telling you a story?

Have you listened to someone giving you instructions and telling you what to do?

Have you listened to yourself when you have got something wrong, helping you to do it better next time?

How can we be like the owl and get better at listening?



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

Feeling Focus – Variations of Shame



Subsidiary Focus – Listening Carefully

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.*

33.1 I See, I Hear

- Whilst presenting the assembly 'Wise Old Owl' or the story 'How Owl Became Wise' emphasise the feelings excitement, fear, 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.

33.2a I See, I Hear

- Recount the story 'How Owl Became Wise'.
- Think about the poor old Rabbit. 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 other emotions growing and shrinking.

33.2b I See, I Hear

- Recount the story 'How Owl Became Wise'.
- Think about the poor old Rabbit.
- 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 other emotions growing and shrinking.

33.3a 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 other emotions growing and shrinking.

33.3b 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 other emotions growing and shrinking.

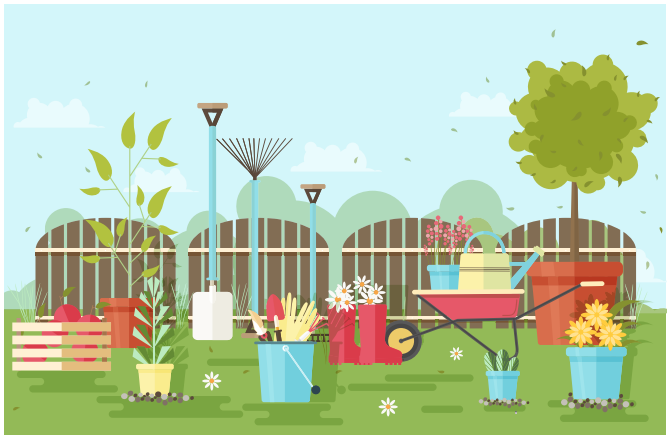
33.4 I Understand

- Recount the story 'How Owl Became Wise' by freezeframing different parts of 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 ashamed if we know we have done something wrong. Other times we may feel ashamed when somebody says something about us. Rabbit felt ashamed when Owl said that Rabbit was silly for wanting fangs and sharp claws.
- Rabbit didn't need to feel ashamed. Owl called Rabbit silly because Owl was angry with the Everything Maker.
- Children act out other emotions growing and shrinking.

33.5 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 and pretend to be Rabbit. Explain that you feel a bit ashamed that Owl called you silly for wanting fangs and sharp claws. Ask the children to advise the puppet about what can he do to make it better?
    - Did Rabbit need to feel silly about wanting fangs and sharp claws?
    - Owl was angry with Everything Maker.
    - Should Rabbit have stayed to get the fangs and sharp claws?

34. Summer – Ramesh and the County Show



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 red. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

Find a suitable County Show promotional video showing the types of things that happen at a county show, animals, farm vehicles and food (e.g. search Cheshire County Show).

This is a question for the teachers. Does anyone know when Summer begins? Depending on who you ask, you'll get different answers to this important question. Some people say summer starts on June 1st because the days are supposed to get warmer and we should get some sunnier weather. Others say it starts on the longest day of the year, called the summer solstice, which happens around June 20th to 22nd. This is the day when the sun stays in the sky the longest.

Which is your favourite season in the year? Put your hand up if it is winter. Put your hand up if it is spring. What about autumn. Put your hand up if the summer is your favourite season in the year? Would anyone tell me why?

Many people love summer because it is a time of warmth and sunshine, blue skies and wispy clouds. The longer days mean that we can spend more time outside, enjoying nature and getting involved in sports and other outdoor activities. We often take holidays during the summer, visiting beaches, theme parks or the national parks. The season is also filled with various festivals. It is a good time for friends and family to get together and have a barbecue. You can buy most fruit and vegetables all year round, because we buy food that is grown in countries all around the world. But not that long ago, if you wanted to eat cucumbers or strawberries and didn't have a greenhouse you would only be able to eat them during the summer months.

During summer, there are many fun country and farm shows. These shows let us see what life is like in the countryside. ***Show a county show video (see preparation)***. There will be lots of different animals like horses, cows, sheep, and pigs. There are also contests to find the biggest and best vegetables and pies. We can see big machines like tractors and combine harvesters. Do you know any names of farm machines? Tractors, combine harvesters, and quad bikes are a few examples.

Imagine walking through a country show, like the one in the video. What would you see with your eyes? What would you smell

with your nose? What could you touch with your hands? What would you hear with your ears? What do you think you'd be able to taste? We are going to hear a story about Ramesh visiting a county show and trying some of the different types of food.

Ramesh and the County Show

It was a bright and sunny day when Ramesh and his family arrived at the county show. The air was filled with the sounds of laughter, the hum of tractors, and the occasional moo of a cow. Ramesh was excited to explore all the different attractions, but what he was really interested in was the colourful food stalls. He begged his mum to take them over to taste the different foods. She reminded him to make sure that he asked to try the vegan food.

Ramesh's first stop was the pie contest. He was eager to taste them. The first pie he tried was a vegan banoffee pie in a tiny tub. He put some in his mouth, but immediately, his face scrunched up in disgust. No one told him that banoffee pie had banana in it, he hated banana. He quickly washed it down with a gulp of water.

Next, they wandered over to the vegetable contest. On one of the stalls someone handed Ramesh a slice of raw beetroot to try. Ramesh hesitated but didn't want to seem rude. He nibbled on the edge, and his mouth was instantly filled with an earthy bitterness, he didn't like it. He managed to swallow it with great difficulty, thinking that maybe the next food would be better.

Feeling a bit disheartened, Ramesh decided to try a cake, he knew he liked cake. He spotted a stall selling fruitcakes and eagerly chose a piece of vegan fruitcake. As he bit into it, the dense texture and strong taste of dried fruit caught the back of his throat. He coughed and spluttered. "This isn't going well," said his mum.

Just when he was about to give up, Ramesh saw a stall selling freshly baked cookies. He rushed over and grabbed a vegan cranberry and white chocolate cookie. As soon as he took a bite, his face lit up with delight. The sweet, familiar taste of chocolate and the soft, chewy texture were everything he had hoped for. Finally, he had found something he enjoyed.

There are many things that we can only do at certain times during the year. A county show is a great reminder that we should make the most of the opportunities when we have them.

Reflection

Think about the different types of food you like.

What would it be like if you could only eat them at certain times during the year?

Think of the different types of weather we have during the different seasons.

What will you do to make the most of the sunshine and nice weather this summer?

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

Feeling Focus – Variations of Disgust



Subsidiary Focus – Trying new things

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.*

34.1 I See, I Hear

- Whilst presenting the assembly 'Summer' or the story 'Ramesh and the County Show' emphasise the feelings excited 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.

34.2a I See, I Hear

- Recount the story 'Ramesh and the Country Show.'
- Do you think Ramesh liked the banoffee pie, beetroot and fruit 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.
- Did Ramesh like the food he tried at the Country Show?

34.2b I See, I Hear

- Recount the story 'Ramesh and the County Show.'
- Do you think Ramesh liked the banoffee pie, beetroot and fruit 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 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.

34.3a 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 other emotions growing and shrinking with or to a partner.

34.3b 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 disgust **(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 other emotions growing and shrinking with or to a partner.

34.4a I Understand

- Recount the story 'Ramesh and the County Show.'
- 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 other emotions growing and shrinking with or to a partner.

34.4b I Understand

- Recount the story 'Ramesh and the Country Show.'
- Do you think Ramesh liked the banoffee pie, beetroot and fruit 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?
- 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 other emotions growing and shrinking with or to a partner.

34.5 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?



35. Hajj – Tommy's Special Journey



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Preparation

You will need an apple. You may also want to check when Hajj begins before using this assembly. Hajj is the ninth month of the Islamic calendar; the Islamic calendar is based on the lunar cycle, unlike the Gregorian calendar that follows the cycle of the sun. Due to the different number of days in different calendars, Hajj starts 10 to 12 days earlier each year.

People in the UK like to travel to other countries. In 2024, people from the UK visited other countries 86.2 million times! That's more than the number of people living in the UK, which is 68.5 million. The UK is an island, so to visit another country we need to travel by boat, airplane, or through a tunnel under the sea by train.

Can you think of reasons why people would visit another country? Maybe to go on holiday or to visit family. This week we are going to think about another special reason why people might travel to another country. The type of journey we are going to think about is called a pilgrimage. A pilgrimage is a special journey that people take to a place that is very important to them. They may go there to show their faith, learn more about their religion, and feel closer to their beliefs. It's like an adventure that helps them remember important stories and events from their past.

I have an example to help us understand what a pilgrimage is. I need a volunteer to go to the back of the room/hall. The volunteer will need to come and collect this apple from the front of the room/hall. On their journey, the volunteer will need to make up a few different actions, that may involve stopping, sitting, hopping, crawling, our volunteer will decide. Once they have completed their journey, they may keep and eat the apple. ***Choose a volunteer and have them complete their journey.*** I now need a second volunteer. Our second volunteer we are going to call a 'pilgrim' and they are going to go on a 'pilgrimage'. Our second volunteer needs to copy all the actions and go where our first volunteer went. ***Choose a second volunteer and have them complete the pilgrimage.*** We have just seen two people go on two journeys. The first journey was by a very special person ***(give them a round of applause)***. The second was more like a pilgrimage.

On a pilgrimage, a person may visit or do things to help them think about or remember important events, people or places. Our second volunteer could spend time thinking about the events and places our first volunteer did on their journey. We are going to hear a story about someone learning about a Muslim pilgrimage that takes place every year.

Tommy's Special Journey

Tommy's family had been going to their local mosque for about a year. 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 Friday and Tommy's dad had just returned from afternoon prayers at the Mosque.

Over dinner that evening, Tommy's dad told them that the local Muslim leader, Imam Khan was organising a trip to Makkah for the Hajj. Tommy didn't know what the Hajj meant.

His dad explained that Hajj is a pilgrimage that takes place every year so that Muslims could see the things Muhammad would have seen and visit the places Muhammad would have visited. It is a journey that is so important to Muslims all around the world that a Muslim should really go on it at least once in their lifetime.

Tommy listened carefully as his dad explained that every year, millions of Muslims travelled to a city called Makkah in the country of Saudi Arabia. They went there to show their faith and to feel closer to Allah. He wanted to know more about Hajj. Tommy's dad suggested that they imagine going on Hajj and disappeared upstairs.

Tommy's dad came down the stairs with two white sheets of cotton. "These are called Ihram," his dad explained. "Men wear them during Hajj to show that everyone is equal before Allah." Tommy wrapped the sheets around himself. He felt very special.

"Now, imagine we are in Makkah," his dad said as he bought up a picture of the great Mosque and the Kaaba on the computer. They closed their eyes and pretended to fly all the way to Saudi Arabia. When they "arrived," Tommy's dad explained that they would visit the Kaaba, a big, black cube that Muslims consider the most important place in the world.

Together, they pretended to walk around the Kaaba seven times. Tommy's dad told him that this was called Tawaf and that it was a very important part of Hajj. Tommy imagined the crowd of people all doing the same thing, feeling the same sense of togetherness.

Next, they pretended to run between two hills called Safa and Marwah. Tommy's dad explained that this was to remember a special story about Hagar, who searched for water for her son long ago. Tommy ran in their living room, feeling the excitement of the quest.

Then, they pretended to go to a place called Mina, where they would stay in tents and pray. After that, they imagined standing on a hill called Mount Arafat, asking Allah for forgiveness. Tommy closed his eyes and whispered a little prayer, feeling peaceful.

Finally, they pretended to throw small stones at a wall, just like the pilgrims do in Mina. Tommy's dad explained that this was called the Stoning of the Devil, and it showed that they wanted to stay away

from bad things. When their imaginary journey ended, Tommy felt very happy. "Wow, Dad, Hajj is such an amazing journey!" he exclaimed.

Tommy felt special, he smiled and hugged his dad. He knew that Hajj was more than just a journey. It was a pilgrimage and a way to feel closer to Allah and to remember the important stories of the past.

Reflection

What journeys have you been on recently? (Even if it was only a very short journey).

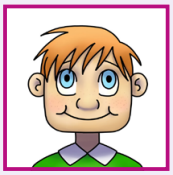
Where would you like to go?

How do you think it would make you feel?



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

Feeling Focus – Variations of Happy



Subsidiary Focus – Special Journeys (Pilgrimage)

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***
- Printed **Variations of Happy – Big and Small** or **Variations of Happy***
- **I Feel Descriptions***
- 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 'Hajj' or the story 'Tommy's Special Journey' emphasise the feeling 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.

35.2a I See, I Hear

- Recount the story 'Tommy's Special Journey'.
- 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.
- Tommy felt very happy (and peaceful) when he'd been on his imaginary pilgrimage.
- Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out happy growing and shrinking with or to a partner.

35.2b I See, I Hear

- Recount the story 'Tommy's Special Journey'.
- 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')**.
- When was Tommy happy in the story? What journeys have you been on that have made you 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.
- Which variations of happy would Tommy have felt during the story?
- Children act out happy growing and shrinking with or to a partner.

35.3a 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 Tommy at the end of our story. What does peacefully happy look like?

35.3b 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')**.

35.4a I Understand

- Recount the story 'Tommy's Special Journey'.
- 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).
- Imagine you have just been told you are going to visit these different places/people. How happy would you feel from small to big:
    - Farm, shops, family, football stadium or sports venue, swimming pool, theme park (like Alton Towers), other.

35.4b I Understand

- Recount the story 'Tommy's Special Journey'.
- 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).
- Imagine you have just been told you are going to visit these different places/people. How happy would you feel from small to big:
    - Farm, shops, family, football stadium or sports venue, swimming pool, theme park (like Alton Towers), other.
- Can the children think of times that they have felt happy, content, delight, joyful, excited and ecstatic **(see 'Variations of Happy')**.

35.5 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 ask the children to think about things they can do when they aren't feeling happy that can help them to feel more content and happy.
    - Think about things that make me happy, what sort of things make me happy?
    - Stop thinking about the thing that is making you sad and think about something else?
    - Stop thinking about the thing that is making you sad and do something else?
    - Think of a joke that makes you laugh.
    - Make your face smile.

And/or

- Using a puppet 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.



36. The Air We Breathe – Ramesh's Asthma Attack



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Have you ever thought about the air you breathe? You can't see it, touch it, smell it, or taste it, but without it, nothing would live. Think about how you breathe in and out. Take a deep breath. Inhale, now breathe out, exhale. Can you breathe if you close your mouth and squeeze your nose? When you breathe in, oxygen in the air goes into your lungs. The oxygen you breathe in is carried by your blood and sent to all parts of your body. When you run around your body needs even more oxygen, so you breathe faster. Isn't it amazing how our bodies use the air we breathe to keep us alive and full of energy?

How many breaths do you take in a minute? ***(Use a timer and count how many breaths you take in a minute, children can copy).*** Babies breathe faster than young children. You might take around 20 breaths in a minute (when resting). Adults like me might take around 15 breaths in a minute. We need more oxygen when we exercise. So when we walk and run or even help tidy up we will begin to breathe quicker.

We breathe a lot more than we eat, yet we probably never think about breathing in the same way as we think about food and drink. Perhaps that's because we can't taste, smell, see or touch the air we breathe. The speed at which we breathe changes to make sure that we have enough oxygen in our blood for whatever we're doing. Doctors sometimes measure the level of oxygen in our blood to make sure your body is working properly.

For most of us, we probably don't spend too much time thinking about our breathing, but that is not true for everyone. Some people have a condition called asthma, which makes it hard for them to breathe sometimes. We are going to hear a story about Ramesh and how he copes with Asthma.

Ramesh's Asthma Attack

Ramesh loved running. Every day after school, he would run around his backyard, his feet barely touching the ground pushing himself to go as fast as he could. He would watch runners at the local athletic track and imagine himself winning races. He imagined himself getting a gold medal at the Olympics running for Great Britain.

It was school sports day. Ramesh could hardly contain his excitement. He had been looking forward to this day for weeks. Ramesh was determined to win the running race. He had practised and

practised, dreaming of the moment he would cross the finish line first.

Ramesh sat with his class. His parents stood watching with the other parents. They had bought him new trainers especially for this moment. They had also reminded him to take his asthma inhaler with him, just in case. Miss Davies, his teacher, told Ramesh to go and line up as it was time for his race. This was his moment. He lined up with all the fast boys in his school. Ramesh was determined to do well. He crouched like the runners he saw at the track. The whistle blew and they were off.

Ramesh's legs pumped furiously as he surged ahead. He was running as fast as he could. He knew he was in the lead and the finish line was in sight. But suddenly, his chest began to feel tight and it became more and more difficult to breath. Ramesh knew he was having an asthma attack. Ramesh started to panic, he was struggling to catch his breath. The other boys zoomed past him, but all he could think about was trying to get air into his lungs. Miss Davies quickly rushed over and guided him to the sidelines and called for help.

Ramesh's parents had taught him to try and stay calm during an asthma attack. He reached for his inhaler and took a deep breath. The medicine began to work straight away and Ramesh felt his chest relax. The school nurse arrived and made sure Ramesh was okay. She praised him for handling the situation so well. Ramesh was disappointed.

I'll never win the Olympics he cried to the nurse. The nurse told him about famous athletes that had asthma like Paula Radcliffe and Mo Farah. "It won't stop you if you don't let it," she said with a determined look on her face.

Ramesh was inspired to hear about other athletes that had learned to live with asthma. That evening as he got into bed Ramesh turned to his mum and said "I will still run in the Olympics" and promptly fell asleep.

Asthma will not affect everyone the same way. If you have asthma, it is important to listen to what the doctor says. You could let your friends know what having asthma feels like and what signs to look out for. If you see someone with asthma struggling to breathe, it is important to stay calm and get a teacher or adult to help.

Reflection

Breath in and out and think about how amazing our bodies are.

Our bodies take that air and use it to help us do so many amazing things, including run and walk, jump and talk. Imagine what it would be like not to be able to breathe properly.

Let us pause and just think about our breathing and imagine our bodies getting slower and more relaxed as we are able to control the speed of our breathing.



Activities: Approx. 3-7 years

Focus – Calming strategies

Preparation

- 1 minute countdown timer (e.g. sand timer).

36.1 I See, I Hear

- Whilst presenting the assembly 'The Air We Breathe' or telling the story 'Ramesh's Asthma Attack'. 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.

36.2-5 I Feel **and** I Can

- The active reflections this week will allow children to practise calming strategies. 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.
  - Calm listening. 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.*
  - Slow breathing. 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.
  - Belly Breathing. Put your hands on your belly. As you breathe in make your belly bigger. As you breathe out, feel your belly getting smaller. Do this either sitting or lying down.
  - 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?

36 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 of a responsible adult)* 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?



37. Animal Stories – Balaam's Donkey



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 purple. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

Do you know any sayings with animals in them? Let's see if any of the teachers can finish these sayings. A bird in the hand is worth… two in the bush. A dog is man's… best friend. A fly in the… ointment. A leopard cannot change its… spots. As busy as a… bee. As mad as a… March hare. As snug as a… bug in a rug. Have you heard any of these phrases before? There are lots and lots of little sayings involving animals and each of them have their own meaning.

Let's try with a few more. Teachers, can you finish these? Hobby… horse, hold your… horses, don't put the cart… before the horse, hungry… horse. Flogging a… dead horse. You can lead a… horse to water but you can't make it drink. Locking the gate after… the horse has bolted. I heard it straight… from the horse's mouth.

There are lots of stories that have animals as the main characters. Can you think of any? Many of the stories with animals in them have been written to help us learn important lessons. There is a story about a tortoise and the hare that reminds us to never give up. There is a story about an ant and a grasshopper that teaches us to work hard and not be lazy. Even the three little pigs remind us that if a job is worth doing, it's worth doing well. We'll hear some of these stories throughout the rest of this week. There is a story in the Bible that includes an animal. In this story it is a donkey that teaches the lesson.

Balaam's Donkey

There was once a man named Balaam. Balaam was a wise man who often spoke to God. He had a trusty donkey that he rode everywhere. This donkey was very special and could see things that people couldn't.

One sunny day, Balaam was asked by a king to go on a journey, but God told Balaam not to go. Balaam decided to go anyway. He got on his donkey and started the journey.

As they were traveling the donkey saw an angel standing in the road holding a big sword. The angel looked very serious, and the donkey was scared. Balaam couldn't see the angel, so he didn't understand why his donkey stopped walking. Balaam urged the donkey on. Slowly the donkey started moving forward.

The donkey tried to go around the angel, but the angel moved to block the way again. The donkey stopped, and Balaam got angry. He shouted but the donkey laid down on the road, refusing to move.

Balaam was furious and shouted at the donkey, trying with all his might to get the donkey to stand up and carry on. God made the donkey speak! The donkey turned to Balaam and said, "Why are you angry with me? Haven't I always been a good donkey and taken you everywhere you wanted to go?"

Balaam was surprised and replied, "Yes, you have always been a good donkey, but today you are not doing what I ask."

At that moment, God opened Balaam's eyes, and he saw the angel with the big sword standing in the road. The angel said, "Why are you angry with your donkey? She saved your life by stopping. If she had kept going, I would have had to stop you because you are doing something God doesn't want."

Balaam felt very sorry and apologised to his donkey. He thanked the donkey for saving him. Balaam and his donkey went back home.

The story of Balaam's donkey can remind us that sometimes we miss things that are right in front of us. Balaam couldn't see the angel that was standing right in front of him, stopping him from doing the wrong thing. It was a donkey that had to point it out to him. Sometimes it is our friends, family members or teachers that remind us whether we are doing something correctly or not. But it's not just the bad things that we might need help to see. Sometimes we're not thankful for the kind things that people do for us. We don't appreciate the kind words or actions of others. We might need others to remind us of the good we can do rather than focusing on the things we can't. Balaam's donkey is a reminder that even the most unlikely of things can help us to see things as they should be.

Reflection

What stories do you know with animals in them?

Does the story tell you something important?

What can we learn from Balaam's donkey? *Other people may need to point out things that we can't see, even if it makes us look like an ass (donkey).*



Focus – What's the Moral of the Story?

37.1 I See, I Hear

- Whilst presenting the assembly 'Animal Stories' or the story 'Balaam's Donkey'. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what anger and fear may look like and how they may sound.
- Use the reflection to finish each daily session.

37.2 The Ant and the Grasshopper – An Aesop Fable

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.

If appropriate – Ask the children to think and talk about the meaning of the story.

37.3 Farley the Sheep (Based on the Parable of the Lost 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.

If appropriate – Ask the children to think and talk about the meaning of the story.

37.4 Tortoise and the hare

Once upon a time there was a tortoise and a hare. The hare was the fastest animal in the woods and he challenged all the other animals to a race. No animal would volunteer because they thought the race was unfair. The hare kept asking until the tortoise accepted. The tortoise took a week training and preparing for the race. The race started and the hare shot off but even though the tortoise was walking as fast as he could the hare was just too quick. The hare thought to himself, I'm so fast and the tortoise is so slow, I could take a rest and still beat him. Not far from the finish line the hare sat down, it was a hot and sunny day and he soon felt drowsy and fell asleep. When the hare awoke he looked towards the start line, but the tortoise was nowhere to be seen, turning to the finish the hare spotted the tortoise. He ran as fast as he could, but the tortoise won the race.

If appropriate – Ask the children to think and talk about the meaning of the story.

37.5 The Lion and the Mouse

Once upon a time a lion was sleeping after he had eaten. While he was asleep a mouse walked up the lion's tail and jumped around on the lion's back. He boasted to the rest of the animals that mice shouldn't be scared of lazy lions. The mouse then jumped down and was going to play near the lion's foot when the lion woke up, picked up the mouse and roared very loudly. Although the mouse was scared, he boldly asked the lion if he would let him go and he also asked if he could be the lion's friend. He told the lion that if he let him go, then one day the mouse might be able to help the lion. The lion was still full from his meal and thought that the mouse was very small anyway. He thought the mouse was very funny to think he could help a lion! The lion let the mouse go.

Some time went by and the lion became tangled in a hunter's net. Now the lion was very scared. He roared and roared. The animals in the jungle heard the lion roaring. Elephants, zebra's, monkeys all looked at each other and knew they dare not go near the net because the lion had eaten some of their friends. The mouse looked at them and said that the lion was his friend and he would free the lion. There was a lot of mumbling and laughing from the animals. How could a mouse help a lion trapped in a net, and if he could, why would he not think the lion would eat him. The mouse ran over to the trap and started gnawing through the net bit by bit. Eventually the lion was able to get out of the net. The lion remembered that he had laughed when the mouse said that one day the mouse might help the lion. The lion wasn't laughing now, he was very grateful and was glad that he was the mouse's friend.

If appropriate – Ask the children to think and talk about the meaning of the story.

38. Habit of Silence – Revisited



Throughout this year we have thought a lot about our feelings. Feelings are our bodies way of telling us something. We might feal fear when something is dangerous and our body wants us to get out of there, like staying away from a busy road with lots of fast cars. We might feel angry when we see something that isn't right and our brain is telling us to make it right, like when we see someone saying something horrible about one of our friends. We might feel guilty if we are the person that was said something horrible and it might be our brains way of telling us to say sorry. We might feel happy when things are going well or excited when with think of going somewhere special.

As we grow we learn about lots of new things. We might learn about people that live in countries on the other side of the world or we might learn about people that lived in this town that lived a long time ago. We might learn about people who believe very different things to you or about people who have done amazing things to help solve problems around the world. We might learn about what is happening to our planet or that the earth is special and needs to be looked after.

As we grow we also learn about how do lots of new things. We might learn how to ride a bike, tie our shoelaces, read, write, sing or tell a really good joke. We'll learn how to count, colour, paint. There are so many things that we could learn about and there are so many things that we could learn how to do.

As we grow we also learn how to control how we feel. We might start to feel angry which is normal, but we might get too angry and then do or say something that we didn't mean to do or say. We might feel scared of things that we don't need to feel scared about, like Tommy in our story about bonfire night. We might feel sad about not getting something that we really wanted, like an ice cream at the seaside and start to feel angry inside. The more we have these feelings, the more we can practise what we do when we feel them.

Taking control of our feelings when they start to grow and take control of us is something that will probably spend a lot of our life learning. Throughout this year we have been learning about things that we can do to help us calm down when feelings get too big. Stopping and thinking about our feelings is very important and knowing how we feel and why we feel it is something that we can all practise and get better at. Being quiet, taking time to stop, pause and take a time out is way for us all to take control of our feelings. In the Autumn term we thought about making these quiet times a habit. A habit is something that we have done so often that it becomes hard not to do.

There are many things we get if we stop, pause and take a time out. This is a list of

some of ways we benefit when we take a regular time out.

- To do more – time out can make us feel more energetic.
- Shutting off speech will make the other senses work better – can you name the 5 senses.
- Realise and think about what is important.
- Improve memory.
- Develops your imagination.
- Make you more aware of yourself.
- Grows your brain (10 minutes sitting in silence thinking about peaceful scenery can actually thicken grey matter in your brain).
- Make things easier to understand when you are feeling confused and overwhelmed.

Can anyone remember what we can do to take a time out? ***Ask pupils to act out a way of taking a time out, other pupils guess which way is being acted out. You may want to suggest the ones that are acted out. In the list below the ones that are easier to act out are in bold.*** There are lots of ways that we can stop, pause and take a time out during the day. We thought about four last week, but there are lots more.

- **Listen to yourself breathing.**
- **Listen to your heart beat.**
- Think about now, not yesterday, not later today, not tomorrow, but now.
- Take a walk. (might not always be possible)
- Realise what you think about – think about what you think about.
- **Visualise a peaceful scene.**
- Try to draw a peaceful scene, it doesn't need to be perfect.
- When a 'but I must… (finish my game)' thought appears, wait for it to disappear.
- If thoughts about a problem appear – tackle them.
- Think about a problem as if we were someone else looking at the problem.

Let us try the first one together. 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. Let us repeat it and try to think about your breathing.

Knowing what to do and how a time out can help us is important, but the only way we can benefit from a time out is by actually taking a time out. The challenge is making a time out a habit in our lives. Good habits formed when you are calm can help us when our feelings start to get our of control.

Reflection

Think of a time when you have felt angry or scared.

How did those feelings help you?

Can you think of a time when to got too angry or too scared?

Did you do anything to help calm you down?

What could you do if you started to feel too angry in the future?



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

Focus — Taking a Time Out

38.1 I See, I Hear

- Present the assembly 'The Habit of Silence'. 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.

38.2 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.

38.3 I See, I Hear – I Feel

- Repeat the activities from 38.2.
- After the one-minute silence, talk about what silence looks and sounds 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?

38.4 I Understand

- Repeat the activities from 38.2.
- 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?



38.5 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?

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.



Activities: Approx. 3-7 years

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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