Feel-Good Assemblies

Assemblies and Active Reflections

For 3–7year olds



By Phil Lord



Cycle 4
(Part of a 4-year cycle)

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1. Greetings



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.

Today we are going to learn about some ways different people from around the world welcome each other.

A greeting is when we welcome somebody with words or actions, it is something we do when we meet someone. How do you greet someone? Would anyone like to act out their greeting? Do you shout Hi-5 or shake their hand or give them a big hug? Do you quietly say 'hi' and wait for them to say 'hi' back?

There are many ways that we greet each other and we may greet different people in different ways. Around the world there are many different types of greetings. *You may want volunteers to act out each of these greetings, adults can first demonstrate these greetings for younger children.*

The following greetings involve no or little physical contact.

- **Japan:** People bow from the waist when they meet, the angle and length of each bow will change depending on who you are greeting. *(If acting this one out, make sure both people are standing far enough apart.)*
- **Tibet:** Tibetan monks press their hands together in front of their chest and stick their tongue out to greet people.
- **Malaysia:** To show that you are greeting someone from the heart you may stretch out your hands and touch the other persons fingertips and then bring your hands back to your heart.
- **Thailand:** People put their hands together bringing them to their chest and slightly bowing their heads.
- **Zimbabwe:** After greeting each other with a handshake one person may clap twice, the second person will respond with two claps.

The following greetings involve physical contact – some pupils may feel uncomfortable with touching foreheads or noses etc.

- **Philippines:** You may greet an older person by taking one of their hands and placing it on your own forehead.
- **Polynesia:** In countries off the east coast of New Zealand, it is common to take your friend's hand and use it to stroke your face.
- **France:** It is common for people to greet someone by kissing them on both cheeks.

- **New Zealand:** The hongi is a traditional Maori greeting. When two people meet they place their foreheads together and look each other in the eye.
- **Oman:** In the middle east men often greet each other by pressing their noses together.

When greeting others, it is important to make them feel at ease. Understanding other people's customs is important to show them respect. All these greetings would be 'normal' within the countries and cultures that use them, just as shaking hands is 'normal' in the UK. For people who are not used to them, they can seem strange. Understanding others is an important part of greeting them as it helps others to feel accepted. I hope that people would want to greet and show me understanding when I go to new places and join new groups. Making someone feel welcome and respected may help them to feel happy.

The words we say are an important way of welcoming new people, but what we say to them every day is just as important, if not more important. We can often think that our words don't matter or that they can't really hurt someone else, or they can't make them feel sad. I wonder if you have heard the saying, "sticks and stones can break your bones, but names will never hurt you." It is (was) a saying that people use(d) to suggest that name calling doesn't really matter because it can't hurt you physically. But words have power. What we say can make others feel happy or sad.

A kind word at the right time can make someone feel so much better and a harsh word at the wrong time can lead to all sorts of trouble. Proverbs is a book in the Bible and Tanakh (Christian and Jewish holy books) that talks a lot about the power of our words. One proverb states, 'Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal' (Proverbs 12:13 GNB). Or in other words, thoughtless words can hurt others, they can make them sad, but wise and kind words can make them better, they can make others happier. Another proverb that reminds us of the positive power of words, it says, 'Kind words are like honey--sweet to the taste and good for your health.' (Proverbs 16:24 GNT). Another wise man, often called Buddha (or Siddhartha Gautama) said, "Better than a thousand useless words is one word that gives peace," (Buddha - Dhammapada, verse 100).

You may have heard the phrase 'treat others how you yourself want to be treated', I think we could change that to 'talk to others as you would want them to talk to you'. If you have ever been hurt by the words of others, you will know just how painful it can be and how sad you can feel. You will have hopefully experienced how positive words can make you feel good too.

Reflection

We are thankful that pleasant words are like honeycomb, sweet to the soul and healing to the bones. May we talk to others as we would want them to talk to us.

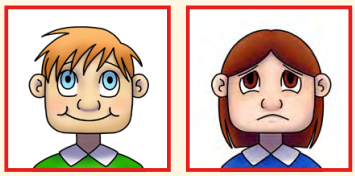
"Kind words are like honey--sweet to the taste and good for your health." The Bible: Proverbs 16:24 GNT.

"Better than a thousand useless words is one word that gives peace." Buddha - Dhammapada, verse 100.



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

Feeling Focus – Happy and Sad



Subsidiary Focus – Kind and welcoming

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

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

** Included in the Teacher's Guide.*

1.1 I See, I Hear

- Whilst presenting the assembly 'Greetings' 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.
- Recap the greetings. Children (possibly in pairs) act out greetings they liked.
- Use the reflection to finish each daily session.

1.2a I See, I Hear

- Recap each of the greetings possibly by asking the children to show you any they can remember. What are some of the children's favourite greetings? Encourage and model laughter showing you enjoy the interactions.
- Demonstrate that a warm welcome makes you feel happy and that if someone ignores you it might make you sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy and sad may look like and how it may sound. Get the children to copy the facial expression and voices etc…

1.2b I See, I Hear

- Recap the greetings. Ask the children to show you any greetings they can remember. What are some of the children's favourite greetings? Children act one out to a partner or all at the same time etc.
- Show the **'Facial Expression Images'** for happy and sad **(see 'Facial Expression Descriptions').** Children copy and practise showing the feelings on their faces.
- Place the happy and sad **'Facial Expression Images'** at opposite end of the room. Read out the following statements and children 'walk' to the appropriate facial expression. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy and sad may look like and how it may sound. Statements can be repeated.
  - When I am welcomed, I feel happy.
  - When I am ignored, I feel sad.
  - I like welcoming other people, it makes me feel happy.
  - Sometimes, when I am feeling sad, I don't like to welcome others.
  - When I started school, the teacher gave me a big smile and it made me feel happy.
  - My friend didn't talk to me this morning and I felt sad.

- I think if a Tibetan Monk greeted me by pulling out their tongue it would make me laugh and I'd be happy.
- *You may want to make up your own statements.*

1.3a I See, I Hear

- Recap the greetings. What are some of the children's favourite greetings? Children, all at the same time, act one greeting.
- Show the **'Facial Expression Images'** for happy and sad **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings on their faces.
- Place the happy and sad **'Facial Expression Images'** at opposite ends of the room. Read out the following statements, children 'walk' to the appropriate facial expression as a group (including adults). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy and sad may look like and how it may sound. Statements can be repeated.
  - When I am welcomed, I feel happy.
  - When I am ignored, I feel sad.
  - I like welcoming other people, it makes me feel happy.
  - Sometimes, when I am feeling sad, I don't like to welcome others.
  - When I started school, the teacher gave me a big smile and it made me feel happy.
  - My friend didn't talk to me this morning and I felt sad.
  - I think if a Tibetan Monk greeted me by pulling out their tongue it would make me laugh and I'd be happy.
  - *You may want to make up your own statements.*

1.3b I Feel

- Recap the greetings by asking the children to show you any they can remember. What are some of the children's favourite greetings? Ask the children to act out a greeting and the other children must guess which one it is.
- Tell the children of a time when you felt sad because you were ignored and a time when you felt happy due to a warm welcome. Other adults could tell similar stories. Use the **'I Feel Descriptions'** to explain how a warm welcome makes you feel inside**.** Ask a child to pretend to ignore you when you welcome them using one of the greetings. Use the **'I Feel Descriptions'** to explain how being ignored makes you feel inside**.** 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. Repeat with differing children.

1.4a I Feel

- Recap the greetings. Greet others in the class with some of the greetings.
- Using a puppet, ask a child to demonstrate one of the greetings (to the puppet). The puppet explains how a warm welcome makes them feel inside **(see 'I Feel Descriptions').** Ask a child to pretend to ignore the puppet when it welcomes them using one of the greetings. The puppet explains how being ignored makes them feel sad inside **(see 'I Feel Descriptions').** 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. Repeat with different children.

1.4b I Understand

- Recap the greetings. Greet others in the class with some of the greetings.
- Using a puppet, ask a child to demonstrate one of the greetings (to the puppet). The puppet explains how a warm welcome makes them feel. Link the welcome to the feeling **(see 'I Feel Descriptions').** Ask a child to pretend to ignore when the puppet welcomes them using one of the greetings. The puppet explains how being ignored makes them feel. "I felt sad when they didn't want to say hello." 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.



- A proverb in the assembly 'Greetings' said 'Pleasant words are a honeycomb, sweet to the soul and healing to the bones' (Proverbs 16:24 NIV). Use the puppet to ask the children what this proverb is trying to say. Ask children to think of a time they felt happy because of the words of others, have they ever made others sad with their words?
    - Why does a warm welcome make us feel happy?
    - When would other peoples' words hurt us?
    - If other people are already feeling sad, how might that affect how they welcome others? Why?
    - Have you ever been hurt, and felt sad, by the power of someone else's words? Why? (Ask the children not to include names if they are giving an example.)
    - Have you ever hurt someone, and made them feel sad, by using hurtful words? Why? (Ask the children not to include names if they are giving an example.)
    - Why does the writer of the proverb think pleasant words are like honeycomb?

1.5a I Understand

- Recap the greetings by asking the children to show you any they can remember. What are some of the children's favourite greetings? Ask the children to act out a greeting and the other children must guess which one it is.
- Tell the children of a time when you felt sad because you were ignored and a time when you felt happy due to a warm welcome. Other adults could tell similar stories.
- Ask the children to 'think' of a time when someone has ignored them or not given them a good welcome (don't ask for examples), act out a sad face, remind them its ok if they can't think of a time. Ask the children to 'think' of a time when they have had a nice welcome. Children may volunteer examples. Act out a happy face. In pairs, role play ignoring and warm welcomes, happy and sad faces.
- How can our actions make the others feel sad? How can we make the others feel happy?

1.5b I Can

- Repeat activities from 1.4b.
- Ask the children to suggest ways they could make the puppet feel happy if they are already feeling sad because of someone's unkind words.
- What could we do if someone doesn't give us a warm greeting? Could we still be nice and kind to them? How would it make them feel?



2. Hello and Welcome – Janie Starts School



This assembly is provided in a short and long format depending on the ability of your children to listen and concentrate. Either use all the text below, or for a shortened form of the assembly only use the text in red. 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 say some greetings in different languages together. I'll say one and then you say it:

- Helo – Welsh *(hel-or)*
- Dia dhuit – Irish Gaelic *(dee-a-gwitch)*
- Bonjour – French *(bonj-or)*
- Hola – Spanish *(oh-la)*
- Guten Tag – German *(gu-tun-tak)*
- Ciao – Italian *(ch-ow)*
- Namaste – Hindi *(nam-a-stay)*
- Salaam – Iranian (Persian) *(sal-ah-m)*
- Konnichiwa – Japanese *(koh-nee-chee-wah)*
- Halo – Scottish Gaelic *(hal-oh)*
- Marhaba – Arabic *(ma-ha-ba)*
- Hujambo or Habari – Swahili *(hu-jam-bow)*
- Ni Hau – Mandarin *(nee-how)*
- Aloha – Hawaiian *(al-oh-ha)*
- Olà – Portuguese *(o-la)*
- Cześć – Polish *(ch-es-ch)*
- Dobryi den – Ukrainian *(dob-ray den)*
- Bună ziua – Romanian *(boo-nuh-zee-wah)*

What greetings in other languages do you know?

'Hello and welcome' is a greeting that we hear often. 'Hello and welcome to school' and 'hello and welcome' to today's assembly are just a couple of examples. Can you think of other times you have heard the phrase 'hello and welcome'? (TV game shows, arriving at a hotel or holiday villa, going into someone else's home.) The phrase 'hello and welcome' contains two greetings. 'Hello' is the first greeting and 'welcome' is the second.

Hello is often the first word you will say to someone when you first meet them. 'Hi', 'hiya', 'hi there' are all similar greetings. Welcome is a much older word than hello. Welcome might mean 'I'm happy to see you', 'it's a pleasure to see you' or 'I'm glad to meet you'. Hello is a way of greeting someone, so that they know you have seen them. A welcome is making someone feel comfortable, showing them that you are glad they are there. You can say 'hello' and not make someone feel 'welcome'. 'Hello' is easy to say and doesn't require much effort. A 'welcome' requires thought, time and energy.

A 'warm welcome' will make a person feel happy that they have met you and spent time with you.

Janie starts school

There was once a young girl who started school. Janie was the youngest in her family. She had two older brothers and one sister. She couldn't remember her brothers starting school, they were much older than her. Her sister, however, started school last year, she was in the year above. Janie could remember Gracie's first day of school, and today it was her turn. Janie was nervous. Her mum had spent a lot of the summer getting Janie ready for today. She'd been able to find some special clothes from the school, a grey dress and a blue polo shirt. Their next-door neighbour was kind enough to cut her hair. In the couple of weeks before starting school, Janie would sneak into her bedroom and put her school clothes on. She would pick up a book and pretend to read to her teddies. It did make her feel clever.

On the morning of her first day, Janie remembered Gracie being very tearful on her first day and it made Janie feel a bit nervous. Whist everyone was getting ready for school Janie felt happy, sad, excited and nervous all at the same time. She was happy that it was finally her turn to go to school every day. She was sad saying goodbye to her teddies (but she knew she'd be back later that day to tell them all about it). Janie felt a funny feeling in her stomach that put her off her breakfast. Mum said it was just her nerves. After breakfast Mum took a photo of Janie, Gracie and their two brothers on her phone.

The journey to school seemed to take ages and her sister Gracie just kept on going on about her first day. She kept saying that Janie was going to enjoy hers. They arrived at the school gates and Gracie ran straight in. Janie squeezed her mum's hand. She could feel a tear well up, but she was determined to enjoy her first day. Janie hugged her mum and wheeled her wheelchair in through the school gate. She was welcomed by the smiley face of Mr Stephens. Mr Stephens' voice was very welcoming. "You must be Gracie's sister Janie. She's told me all about you." Janie felt much happier.

We have all experienced starting a new school (even the head teacher). Can you remember how you felt? Were you nervous or scared? Were you confident? Did you feel welcome or did the strange new building look cold and uninviting? The story about Janie reminds us that we can feel lots of different feelings at the beginning of a new year. We all have a responsibility of providing every one that comes to this school with a warm welcome. Remember the proverbs and wise sayings from last week. 'Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal' (Proverbs 12:13 GNB) and 'Kind words are like honey, sweet to the taste and good for your health.' (Proverbs 16:24 NIV). "Better than a thousand useless words is one word that gives peace." Buddha - Dhammapada, verse 100. The saying 'Treat others as you want to be treated', could be 'welcome others as you want to be welcomed'.

If relevant explain how a warm welcome relates to your school motto/vision statement.



Reflection

We are thankful for times when we are made to feel welcome. We may also know what it means to be ignored or made to feel unwelcome. May we give others our attention today, may our actions and the words that we say make others feel important, cared for and welcome.

"Kind words are like honey, sweet to the taste and good for your health." The Bible: Proverbs 16:24 GNT.

"Better than a thousand useless words is one word that gives peace." Buddha - Dhammapada, verse 100.

Summary of Janie starting school

1) It was Janie's first day of school. 2) Janie felt nervous thinking about her sister's first day. 3) She also felt happy, sad, excited and nervous at the same time. 4) She was happy she was finally going to school like her brothers and sister. 5) She was sad saying goodbye to her teddies. 6) Janie had a funny feeling in her stomach that put her off her breakfast, Mum said it was because she was nervous. 7) At the school gates Janie felt a tear well up, but she was determined to enjoy her first day. 8) She was welcomed by the smiley face of Mr Stephens. 9) Janie felt much happier.



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

Feeling Focus – Happy, Sad and Fear (Nervous/Scared)



Subsidiary Focus – Kindness

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

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

** Included in the Teacher's Guide.*

2.1 I See, I Hear

- Whilst presenting the assembly 'Hello and Welcome' emphasise the feelings happy, sad, nervous and scared. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Can pupils remember any of the greetings (either from last week or the different language greetings).
- Use the reflection to finish each daily session.

2.2 I See, I Hear

- Recount the greetings. Ask the children to show you any greetings they can remember. What are some of the children's favourite greetings? Children, all at the same time, act out one greeting.
- Recount the story of Janie starting school by asking the children to tell you what they can remember? Highlight the appropriate feeling to the appropriate part of the story.
- Show the **''Facial Expression Images''** for happy, sad and fear (nervous/scared) **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings on their faces.
- Place the images around the room. Read out the following statements and children 'walk' to the appropriate facial expression as a group (including adults). 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. Statements can be repeated.
  - Janie felt nervous when she remembered her sister, Gracie, starting school.
  - Janie was sad to leave her teddies.
  - Janie felt happy, sad, nervous and excited at the same time. (Stand in the middle of the room and go through each feeling separately).
  - Janie felt nervous and it put her off her breakfast.
  - Janie felt scared walking into the school for the first time.
  - Mr Stephens' welcoming voice and smiley face made her feel happier.
  - *Include your own statements.*

2.3a I Feel

- Recount the greetings. Ask the children to show you any greetings they can remember. What are some of the children's favourite greetings?
- Possibly using a puppet, recount the story of Janie starting school, possibly by asking the children to tell you what they can remember?
- Demonstrate that a warm welcome makes you feel happy explaining how it makes you feel inside **(see 'I Feel Descriptions')**. Demonstrate that if someone ignores you it might make you sad, explaining how it makes you feel inside. Demonstrate that starting a school could make you feel scared or nervous explaining how it might make you feel inside. 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. Children copy and practise showing the feelings with their faces.

2.3b I Feel

- Repeat the activities for day 2.2b, include the following statements. Using the **'I Feel Descriptions'** describe how the feelings may feel inside.
  - When I am welcomed, I feel happy.
  - When I am ignored, I feel sad.
  - I like welcoming other people, it makes me feel happy.
  - Sometimes, when I am feeling sad, I don't like to welcome others.

2.4a I Feel

- There is a saying from the Bible and Tanakh (Christian and Jewish holy books) that says 'Pleasant words are a honeycomb, sweet to the soul and healing to the bones' (Proverbs 16:24 NIV). Describe a time when someone said horrible words to you. Using the **'I Feel Descriptions',** describe how it made you feel inside. Describe a time when someone said kind words to you. Describe how it made you feel inside.
- Ignoring someone's nice welcome or saying horrible things to them can made them feel sad. Using the **'I Feel Descriptions',** describe how that might feel inside. Giving a nice welcome can make others feel happy, describe how that might feel inside. In pairs, role play ignoring and warm welcomes, respond with happy and sad faces. Repeat by pretending to give Janie in our story a nice welcome.

2.4b I Understand

- Recount the main parts of the story emphasising the feelings. See 2.2b.
- Ask children to freezeframe a part of the story, the rest of the class guess which part of the story it is.
- Place the three **''Facial Expression Images''** around the room. Once the class have correctly answered which part of the story was freezeframed, the class goes to the feeling that they think Janie would feel the most. Ask for volunteers to explain why they think Janie felt that way.

2.5a I Understand

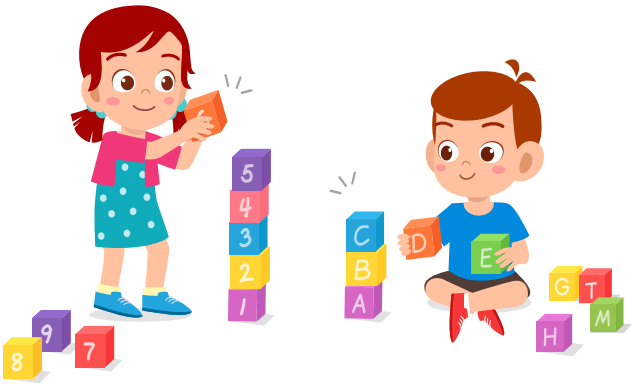
- Repeat the activities from 2.2a, include the following statements:
  - When I am welcomed, I feel happy.
  - When I am ignored, I feel sad.
  - I like welcoming other people; it makes me feel happy.
  - Sometimes, when I am feeling sad, I don't like to welcome others.

2.5b I Can

- Using a puppet, Recount the story of Janie starting school, pretend that the puppet is Janie. Emphasise how Janie felt at each part.
- Ask children to freezeframe a part of the story, the puppet tries to guess which part of the story it is.
- What can we do to make other people feel welcome?
- What could we do if other people don't make us feel welcome?
- What can we do if we are scared, for example scared about starting school. How would you encourage Janie when she was nervous?



3. Hello and Welcome – Janie meets Briony and Jack



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.

Last week we heard a story about Janie starting school. Can anyone remember how Mr Stephens made Janie feel welcome on her first day at school? Today we are going to think about some of the things we might do that make people feel unwelcome.

Story from last week:

There was once a young girl who started school. Janie was the youngest in her family. She had two older brothers and one sister. She couldn't remember her brothers starting school, they were much older than her. Her sister, however, started school last year, she was in the year above. Janie could remember Gracie's first day of school, and today it was her turn. Janie was nervous. Her mum had spent a lot of the summer getting Janie ready for today. She'd been able to find some special clothes from the school, a grey dress and a blue polo shirt. Their next-door neighbour was kind enough to cut her hair. In the couple of weeks before starting school, Janie would sneak into her bedroom and put her school clothes on. She would pick up a book and pretend to read to her teddies. It did make her feel clever.

On the morning of her first day, Janie remembered Gracie being very tearful on her first day and it made Janie feel a bit nervous. Whist everyone was getting ready for school Janie felt happy, sad, excited and nervous all at the same time. She was happy that it was finally her turn to go to school every day. She was sad saying goodbye to her teddies (but she knew she'd be back later that day to tell them all about it). Janie felt a funny feeling in her stomach that put her off her breakfast. Mum said it was just her nerves. After breakfast mum took a photo of Janie, Gracie and their two brothers on her phone.

The journey to school seemed to take ages and Gracie just kept on going on about her first day. She kept saying that Janie was going to enjoy hers. They arrived at the school gates and Gracie ran straight in. Janie squeezed her mum's hand. She could feel a tear well up, but she was determined to enjoy her first day. Janie hugged her mum and wheeled her wheelchair in through the school gate. She was welcomed by the smiley face of Mr Stephens. Mr Stephens' voice was very welcoming. "You must be Gracie's sister Janie. She's told me all about you." Janie felt much happier.

Janie meets Briony and Jack

Janie had only been in school a couple of days. She had already made lots of friends when she met Briony in the playground. Briony and Janie were in

the same class, but Briony didn't make Janie feel welcome. Briony was jealous of all the friends Janie had been making. When Janie wanted to play with a new toy, Briony wanted to play with it instead. When Janie wanted to read a book, Briony wanted to read it instead. When Janie suggested activities for Mr Stephens' to organise, Briony suggested Janie's idea instead and made it seem like it was her idea. Briony's actions made Janie feel sad. Briony also said unkind words and tried to make Janie's friends play with Briony instead. It made Janie feel slightly angry inside. On the same day Janie met Briony, Mr Stephen's paired her up with Jack. They had to complete a block sorting activity, sorting the blocks into different colours and shapes. Jack immediately took charge. He decided how they were going to sort the blocks. Jack sorted the blocks by different colours. Jack took photos of the sorted blocks. Jack then sorted the blocks by shapes and again, Jack took the photo of the blocks. Janie felt left out. Jack wasn't trying to be horrible, he even thought that he was helping Janie. Janie felt annoyed inside. Janie didn't like the thought of working with Jack again.

Selfishness is when we only think of ourselves. It is when we do what we want to do rather than thinking about others and what they may want to do. Briony and Jack didn't think about how Janie was feeling. Briony wanted to be popular and Jack wanted to sort the blocks into the different colours and shapes. Later that morning Mr Stephen's paired Janie with a different boy called Thomas on the same block sorting activity. This time Thomas asked Janie how she'd like to sort them. This made her feel much happier.

Mr Stephens and Thomas both put in time and energy to ensure that Janie felt welcome and included. Mr Stephens could have been too busy with all the new children in his class to spend time welcoming Janie. Thomas, like Jack, may not have included Janie in the block sorting activity. They both gave up their time to make Janie feel welcome and included. Including others and welcoming them will often involve thinking about what would make the other person feel included and welcome. Mr Stephens had already found out Janie's name and who her sister was. Both Mr Stephens and Thomas gave Janie their attention, they showed Janie that she was valued and demonstrated that she was cared for.

Remember the proverbs from the last two weeks. 'Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal' (Proverbs 12:13 GNB) and 'Kind words are like honey, sweet to the taste and good for your health.' (Proverbs 16:24 NIV). We may feel that a welcome is not important but for Janie the welcome was very important. We may think our words are not important, but for Janie the words from Mr Stephens, Briony, Jack and Thomas were very important. If Janie feels welcome, she is more likely to welcome others. Kind words will help Janie to enjoy school. If she enjoys school she will be more likely to do well at school and go on to do well later in life. Who knows what effect a warm welcome and kind words can have?



Reflection

We are thankful for times when we are made to feel welcome. May we give others our attention today, may our actions and the words that we say make others feel important, cared for and welcome. May the welcome that we give today help to change the world for the better.

"Kind words are like honey, sweet to the taste and good for your health." The Bible: Proverbs 16:24 GNT.

"Better than a thousand useless words is one word that gives peace." Buddha - Dhammapada, verse 100.

Summary of the Janie meets Briony and Jack

1) Janie starting school made her feel happy, sad, excited and nervous all at the same time. 3) She was welcomed by the smiley face of Mr Stephens which made her happy. 4) Janie met Briony, she was unkind and Janie felt angry. 5) Janie also met Jack who ignored what Janie wanted to do. It made Janie feel annoyed. 6) She worked with Thomas, who included her in the activity and made her feel happier.



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

Feeling Focus – Happy, Sad and Anger (annoyed)



Subsidiary Focus – Kindness and Selfless/Selfish

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

- Printed **Facial Expression Images*** for happy, sad and anger – See **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad and anger – See **Body Language Descriptions***
- **I Feel Descriptions***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)
- Puppet (optional, replace with you, another adult or child)

* *Included in the Teacher's Guide.*

3.1 I See, I Hear

- Whilst presenting the assembly 'Hello and Welcome – Continued' emphasise the feelings happy, sad, anger and 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.
- Can pupils remember any of the greetings or the different language greetings.
- Use the reflection to finish each daily session.

3.2 I See, I Hear

- Recount the story of Janie starting school, possibly by asking the children to tell you what they can remember?
- Recount the part about Briony. The way Briony behaved made Janie feel angry inside. Show the **'Facial Expression Image'** for anger. Describe the facial expression **(using 'Facial Expression Descriptions').** Children copy and practise showing the feeling on their faces.
- Show the **'Body Language Image'** for anger. Describe the body language **(see 'Body Language Descriptions')**. Children copy and practise showing the feeling with their bodies.

Children show their angry face and their angry body.

3.3a I See, I Hear

- Recount the story of Janie starting school, possibly by asking the children to tell you what they can remember?
- Recount the part about Jack. The way Jack behaved made Janie feel annoyed inside. Show the **'Facial Expression Image'** for anger. Annoying is a type of angry feeling. Jack didn't make Janie as angry as Briony, but she was still annoyed. Describe the facial expression **(see 'Facial Expression Descriptions').** Children copy and practise showing the feeling on their faces.
- Show the **'Body Language Image'** for anger. Describe the body language **(see 'Body Language Descriptions')**. Children copy and practise showing the feeling in their bodies.
- Children show their annoyed face and their annoyed body.

3.3b I See, I Hear

- Recount the story of Janie starting school, possibly by asking the children to tell you what they can remember?
- Retell the part about Jack. The way Jack behaved made Janie feel annoyed inside. Show the **'Facial Expression Image'** for anger. Annoyed is a type of angry feeling. Jack didn't make Janie as angry as Briony, but she was still annoyed. Describe the facial expression (**see 'Facial Expression Descriptions').** Ask the children to copy you as you demonstrate an annoyed face.
- Show the **'Body Language Image'** for anger. Describe the body language **(see 'Body Language Descriptions').** Ask the children to copy your face as you demonstrate an annoyed/angry body.
- Children show their annoyed face and their annoyed body.
- 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. *E.g. We may feel that being angry is a more intense feeling and annoyed is a less intense 'angry' feeling.* Using happiness, show the small ball and have a small smile, show the larger ball and have a bigger smile. Can you do the same for sadness and anger? How might this look in our body language?



3.4a I Feel

- Repeat activities in 3.2a & 3.3a
- The way Briony and Jack behaved made Janie feel angry inside. Using the **'I Feel Descriptions'** describe how Janie may have felt whist showing the **'Facial Expression Image'** for anger.

3.4b I Understand

- Remind the children of the happy, sad, angry and annoyed faces and show the **'Body Language Images' (see 'Body Language Descriptions')** and practice using their bodies to show the different feelings.
- Place the images around the room. Re-read the story of Janie starting school. When appropriate the children go to the appropriate card and act out the appropriate facial expression and body language.
- Janie felt a few different feelings when she started school:
  - Janie felt nervous thinking about her sister's first day.
  - She also felt happy, sad, excited and nervous at the same time.
  - She was happy she was finally going to school like her brothers and sister.
  - She was sad saying goodbye to her teddies.
  - Janie had a funny feeling in her stomach that put her off her breakfast, mum said it was because she was nervous.
  - She was welcomed by the smiley face of Mr Stephens. Janie felt much happier.
  - Janie met Briony, she was unkind and Janie felt angry.
  - Janie also met Jack who ignored what Janie wanted to do. It made Janie feel annoyed.
  - She worked with Thomas, who included her in the activity and made her feel happier.
  - For each part of the story, explain why Janie had those specific feelings. E.g: *It was because Janie was leaving her teddies for the day that she felt sad.*

3.5a I Can

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

3.5b I Can

- Using a puppet, pretend to be Janie, retell the main parts of Janie starting school. Use the Summary of the Story.
- Ask the children to think about what they could have done to help Janie when she started school to make her welcome and included.
- What could Briony have done to make Janie feel welcome?
- What could Jack have done to include Janie in the activities?
- Could Janie have done anything to reduce her feelings of anger or annoyance?



4. Making memories – Claudia and Angelika: 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 red. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

What is your first memory of starting this school? For some of you it may be only a week or two ago. Can anyone tell me in no more than a couple of sentences one of your fondest memories of your time at this school so far? A fondest memory is the memory of something that you like, maybe because it made you happy. My first or fondest memory of being at this school is… Please share your first or fondest memory.

Our memories are things that have happened to us in the past. We will have memories of good times and not so good times. Memories of when we were happy. Memories of when we achieved something that we never thought we could. Memories of when we were sad, maybe of falling over and hurting ourselves. Memories of spending time with our family or our friends. Memories of trips and visits that we have been on. Who can ride a bicycle? Who can remember riding a bike without stabilisers for the first time? Who can remember falling off your bicycle? Who here cannot ride a bicycle? Do you think that one day you will have a memory of learning to ride a bicycle?

To help us think about making memories we are going hear a story based on a parable from the Bible. It is a story that will help us to think about the memories that we want to make.

Claudia and Angelika: The wise and foolish builders

My name is Claudia and I want to tell you about a memory of mine, a memory that taught me an important lesson. It is one that I think about a lot. It was springtime and I decided that it was time to build myself a new house. Angelika, a friend of mine, also wanted to build herself a house. As it was spring, we both had about six months before the winter storms. Angelika is a builder, she suggested that I find a plot of land that was flat and level, one that didn't have lots of soil or sand on as Angelika said it would turn to mud when it rained and make the house unsafe. I had seen the spot that I really wanted, it was next to a stream and the view was amazing. The land that I started building on was very sandy, but I thought that if I could dig down far enough, I'd be able to find a hard enough surface to build my new house upon. I know it wasn't what Angelika had advised but I really wanted my house to be built on this plot.

Angelika had found a spot not too far away, higher up on a rocky hill. I remember thinking that she will not be able to hear the wonderful relaxing noise of the running water in the stream. I began digging and Angelika began clearing her spot of rocks. Although digging was hard, I didn't envy Angelika moving the rocks from her plot of land. We both spent a few weeks preparing our sites. The actual building didn't take long. We both had the walls up, windows in and roof on in no time. I really enjoyed the next bit, decorating my new house and turning it into my home. It made me very happy. I was able to choose the colour of the walls and all the furniture I wanted. We finished our houses earlier than expected and we had a few weeks to settle in before the winter storms began. I loved my house; it was great to be next to the wonderful stream. I was happy sitting drinking iced tea and listening to the relaxing sound of the water passing by. I often visited Angelika, her house had a nice view, but I remember thinking that it wasn't as good as the sound of running water.

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

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

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

Why did Claudia's house fall down? She was given the right advice at the beginning but decided that she really wanted to build her house on sand, next to the stream. This year we will make many choices, some of them will lead to good memories and others will lead to not so good memories. It is good advice to follow good advice.



Reflection

We are thankful for good and fond memories. We are also thankful for the memories that help us to learn from our past. May we make good memories, learn from other peoples' experiences and learn quickly from our own and other peoples' good and bad choices.

"Get all the advice and instruction you can, so you will be wise the rest of your life." The Bible: Proverbs 19:20 NLT.

Summary of Claudia and Angelika

1) Claudia and Angelika were happy to be building their house. 2) Angelika advised Claudia to build the house on flat level ground. 3) Claudia ignored Angelika and started to build her house next to a stream on very sandy soil. 4) Angelika and Claudia finished their houses – they were both happy. 5) Winter came and Claudia's house started to fall down. Claudia was scared. 6) Claudia moved her furniture into Angelika's house and her house fell down. Claudia was sad. 7) Angelika said she would help Claudia rebuild her house when the weather started to get better in the spring. This made Claudia happier.



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

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



Subsidiary Focus – Following good advice

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

- Printed **Facial Expression Images*** for happy, sad, fear and surprise – See **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, fear and surprise – See **Body Language Descriptions***
- **I Feel Descriptions***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)
- Puppet (optional, replace with you, another adult or child)

* *Included in the Teacher's Guide.*

4.1 I See, I Hear

- Whilst presenting the assembly 'Making Memories' emphasise the feelings happy, sad, worry, scared and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week. You may want to use a puppet to pretend to be Claudia.
- Use the reflection to finish each daily session.

4.2 I See, I Hear

- Recount the main parts of the story emphasising the feelings.
- For each part of the story pause and over emphasise the feelings happy, sad, worry, scared and surprise. Show the **'Body Language Images' (see 'Body Language Descriptions').** Children copy and practise showing the feelings with their bodies.

4.3a I Feel

- Repeat the activities from day 4.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad, worried, scared and surprised.

4.3b I Feel

- Repeat the activities from day 4.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad, worried, scared and surprised.
- 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. *E.g. We may feel that being scared is a more intense fearful feeling and worried is a less intense fearful feeling – Claudia was worried about the land around her house being boggy and damp but she was scared when she saw the cracks appearing.* Using happiness, show the small ball and have a small smile, show the larger ball and have a bigger smile. Can you do the same for sadness, fear and surprise? How might this look in our body language?



4.4 I Understand

- What can the children remember about the story of Claudia and Angelika. Recount the story. Highlight the appropriate feeling to the appropriate part of the story.
- Show the **''Facial Expression Images''** for happy, sad, fear and surprise **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings on their faces.
- Place the images around the room. Read out the following statements and children 'walk' to the appropriate facial expression as a group (including adults). 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. Statements can be repeated.
    - Claudia was happy she was building her house.
    - Angelika was happy that she was building her house.
    - Angelika may have been sad that Claudia ignored her advice.
    - Angelika was a little worried (fear) about where Claudia was building her house.
    - Claudia was a little worried (fear) when it started raining and she had to use wellies to get to her house.
    - Claudia was scared when the cracks started appearing in her house.
    - Claudia was happy that Angelika said Claudia could stay with her.
    - Claudia and Angelika were sad when the house fell down.

Include your own statements.

4.5 I Can

- Repeat the activities from day 4.
- What happened to Claudia's house? What could she have done to stop it falling down?
- Would it have fallen down if she'd followed Angelika's advice?
- What did Claudia learn from her house falling down?
- Do you think her next house will fall down?
- It is generally good advice to listen to the advice of people we trust.
- What memories would you like to make this year? What might you need to do to make sure it happens?
    - Sporting achievement
    - Musical achievement
    - Being in a show
    - Creating an amazing piece of artwork
    - Mastering a maths skill
    - Being a really good friend
    - Building a house on a good foundation
    - Something else



5. Making Memories 2 — Ramesh and the Rollercoaster



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.

Last week we heard about Claudia and Angelika. Claudia built her house on sand, even though she'd been advised not to by her friend Angelika. Angelika built her house on rock. Claudia's house fell down whilst Angelika's house stood firm. The story is a parable from the Bible. Jesus reminded his followers that those who follow good advice will be like Angelika who built her house on strong foundations, but those who choose to ignore good advice are like Claudia whose house fell down. Last week we suggested that following the advice of people we trust is likely to create good memories, times that we can look back on and be pleased with our efforts. Today we are going to hear about Ramesh's school trip to a theme park. Ramesh wanted to make good memories by having a good time at the theme park, but something got in the way.

Ramesh and the Rollercoaster

Ramesh went on a school trip to a theme park. He waited in the queue for a rollercoaster that he and his friends really wanted to go on. Ramesh and his friends queued and as he got closer to the front of the line, he felt nervous. They reached the front of the queue, and the attendant called him and his friends to get into one of the rollercoaster cars. He froze, he couldn't go any further. He stood there and refused to get on, he watched as all his friends got into the rollercoaster car. The ride started and Ramesh saw all his friends whizz off, laughing and enjoying themselves. He stayed rooted to the spot. He could see his friends and how much they enjoyed the ride and as the car returned to where it had started, he made up his mind not to miss this opportunity. On his own and without a friend to sit next to him, he climbed into the rollercoaster car. The ride started and he found that he really enjoyed the feeling of the wind in his face and the thrill of speeding around the tight turns and fast dips. It was all over in a flash, and he returned to his friends.

In this story, Ramesh overcame his fear of rollercoasters and found that he really enjoyed the ride. Fear is one of many barriers that can stop us from having a go and ultimately making good memories. Fear of what people might say, fear of people not liking us or fear that it might go wrong may stop us from having a go. It is difficult to overcome the fears, but if you can overcome them just think of the good memories that you will make.

Abheek and the Rollercoaster

A few years later Ramesh visited another theme park with his family. Whilst walking around the park Ramesh saw a new rollercoaster that had just opened. It was much bigger and faster than any ride he'd been on before. His nan said she'd never go on such a thing. Ramesh told her about the time when he'd got on a rollercoaster on his own even though he was scared. Ramesh convinced his younger brother, Abheek, to go on the new rollercoaster with him and they set off for the queue. Whilst in the queue, Ramesh could see that Abheek was nervous, Ramesh was nervous too. Ramesh reminded himself of the conversation he'd had with his nan. 'I went on the last one on my own and enjoyed it, I can go on this one,' he told himself. As they got closer to the front of the queue, Abheek said that he was scared and wanted to turn around and go back to Nan. Ramesh told Abheek that he'd been so scared when he was about to go on a rollercoaster for the first time that he'd missed going on with his friends, he told Abheek the whole story. Ramesh recalled that he'd been so pleased he'd overcome his fear and going on his first rollercoaster was one of his best memories ever. As Ramesh was telling this to Abheek, he could see Abheek start to relax and even start to smile. "I need to create a good memory too," said Abheek bravely.

Memories can act as a reminder that we 'can do' something. Ramesh used the memory of his first rollercoaster ride as the motivation he needed to get on a bigger and faster rollercoaster. Ramesh was also able to use his experiences to help Abheek overcome his fear. Memories of overcoming difficulties can help us, and others, when we face difficulties in the future.

Reflection

We are thankful for good and fond memories. We are also thankful for the memories that help us to learn from our past. May we make good memories, learn from other peoples' experiences and learn quickly from our own and other peoples' good and bad choices.

"Get all the advice and instruction you can, so you will be wise the rest of your life." The Bible: Proverbs 19:20 NLT.

Summary of the Ramesh and the Rollercoaster

1) Ramesh was happy that he and his friends were going on a school trip to a theme park. 2) Ramesh was nervous as he and his friends queued for a rollercoaster ride. 3) As they got to the front, Ramesh was so scared that he froze and wouldn't get in the rollercoaster car. 4) He was sad as he watched his friends go around without him. 5) Ramesh saw how happy his friends were, he made up his mind to have a go. 6) On his own, Ramesh overcame his fear and climbed into the rollercoaster car. 7) Ramesh loved the feel of the wind in his face, he was so happy he'd overcome his fear.



Summary of the Abheek and the Rollercoaster

1) A few years later Ramesh visited another theme park with his family. 2) Ramesh convinced his younger brother, Abheek, to go on the new rollercoaster with him. 3) Abheek said that he was scared and wanted to turn around and go back to Nan. 4) Ramesh told Abheek the story of his first time on a rollercoaster. 5) Ramesh recalled that he'd been so pleased he'd overcome his fear and going on his first rollercoaster was one of his best memories ever. 6) Abheek began to relax and even start to smile. "I need to create a good memory too," said Abheek bravely.



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

Feeling Focus – Happy, Sad and Fear



Subsidiary Focus – Courage and Bravery

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

- Printed **Facial Expression Images*** for happy, sad and fear – See **Facial Expression Descriptions***
- **I Feel Descriptions***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

5.1 I See, I Hear

- Whilst presenting the assembly 'Ramesh and the Rollercoaster' emphasise the feelings happy, 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.

5.2 I See, I Hear

- Recount the main parts of the story of 'Ramesh and Rollercoaster' emphasising the feelings.
- For each part of this week's story act out the feeling and show the **'Facial Expression Image'**. For each, describe the facial expression **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings with their faces.

5.3a I Feel

- Repeat the activities from day 5.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad and scared.

5.3b I Feel

- Repeat the activities from day 5.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad and scared.
- Using a small ball and a larger ball (e.g. table tennis and tennis ball (not a football)) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. *E.g. Ramesh was nervous as he was waiting in the queue for the rollercoaster, as he got to the front he was so scared he refused to get in the rollercoaster car with his friends.* Using happy, show the small ball and have a small smile, show the larger ball and have a bigger smile. Can you do the same for sadness, and fear?

5.4 I Understand

- Ask children to freezeframe different parts of the story of Ramesh and the Rollercoaster, children guess which bit is being acted out.
- Read the following statements acting out the feelings. Discuss why Ramesh or his friends were happy, sad or scared. Why did he decide to go on the rollercoaster? Use the appropriate **'Facial Expression Image'** for each statement.
    - Ramesh was happy that he and his friends were going on a school trip to a theme park.
    - Ramesh was nervous as he and his friends queued for a rollercoaster ride.
    - As they got to the front, Ramesh was so scared that he froze and wouldn't get in the rollercoaster car.
    - Ramesh was sad as he watched his friends go around without him.
    - Ramesh saw how happy his friends were and he made up his mind to have a go.
    - On his own, Ramesh overcame his fear and climbed into the rollercoaster car.
    - Ramesh loved the feel of the wind in his face, he was so happy he'd overcome his fear.

5.5a I Can

- Memories of times we have been scared in the past can help if we feel scared. Listening to others and how they have overcome fear can also help when we feel scared and don't know what to do.
- Using a puppet, pretending to be Abheek - retell the story of Ramesh helping Abheek to overcome his fear of getting on a rollercoaster. Throughout the re-telling ask the children if they can remember what happened next before Abheek continues with the story. Can they remember how Abheek felt? They could show the feelings with their faces. 1) Ramesh convinced Abheek to go on the new rollercoaster. 2) Abheek was nervous Ramesh seemed nervous too. 3) As they got to the front of the queue Abheek said he was scared and wanted to go back to his nan. 4) Ramesh told Abheek the story of his first time on a rollercoaster. 5) Abheek was still scared, but decided to have a go anyway saying, "I need to create a good memory too".

5.5b I Can

- Memories of times we have been scared in the past can help if we feel scared. Listening to others and how they have overcome fear can also help when we feel scared and don't know what to do.
- Using a puppet, pretending to be Abheek - retell the story of Ramesh helping Abheek to overcome his fear of getting on a rollercoaster. 1) Ramesh convinced Abheek to go on the new rollercoaster. 2) Abheek was nervous Ramesh seemed nervous too. 3) As they got to the front of the queue Abheek said he was scared and wanted to go back to his nan. 4) Ramesh told Abheek the story of his first time on a rollercoaster. 5) Abheek was still scared, but decided to have a go anyway saying, "I need to create a good memory too".
- When can a memory of the past stop us from doing something brave? What would have happened if Ramesh hadn't overcome his fear on his school trip? How can we overcome not so good memories?
- *'Memories are the key not to the past, but to the future.' Corrie Ten Boom*
- *'Memories of our lives, of our works and our deeds will continue in others.' Rosa Parks*



6. Harvest – The foolish farmer



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.

Each year around late September, early October, Harvest festivals are celebrated in schools and churches right across the UK. 'Harvest' simply means gathering or collecting crops, fruits or vegetables. Autumn is often the time of year when farmers' harvest crops that were planted in the spring. Foods grown throughout the year are collected and given to charities that help to feed those who don't have enough food. Certain hymns are sung, and schools and churches are decorated with all sorts of food, to remind us to be thankful for what we have. Harvests have been collected for as long as mankind has known how to grow food and all over the world successful harvests are celebrated with a variety of festivals. In the UK, the 'Harvest festival' as we know it today has only been around about 180 years. In the mid-19th century, the Reverend Robert Hawker introduced a church service to celebrate the bringing in of the harvest amongst his parish community in Cornwall. Robert was sad that some people did not have enough food to feed themselves. People brought fruit and vegetables to the church and Robert was happy to give the food to the poor. All over the world successful harvests are celebrated with a variety of festivals.

In the UK, we are fortunate that there is plenty of food in the shops and supermarkets. Whether we have enough to eat or not is often based on the amount of money we earn. Harvest is a time when people find out if they are going to have enough food to eat or go hungry. Harvest time reminds us that we should not take our food for granted. Do we appreciate and are we thankful for the many people involved in preparing, growing and producing the range of food that is available to us? Harvest time reminds us of the way in which food gets from the fields to our forks but let us never take it for granted and let us try to share the resources that this planet has provided for us all year round.

Robert was sad because some people didn't have enough food to eat. In Robert Hawker's first Harvest festival, he encouraged people from his congregation to bring items of food from their harvest. The collection of food was then used to feed the poor and hungry, it made Robert happy. It is a reminder that we should share what we have so it can help those in need. Harvest time is a time to be thankful for what we have, but it is also a time to think

about how we can help those who are hungry. (Although we could do this all the time of course, not just at Harvest.)

The foolish farmer

In the Bible, Jesus tells a story about a farmer who would have made Robert Hawker sad. Robert would probably have thought of this farmer as greedy and someone who wouldn't have shared his extra food at the Harvest Festival. The word greedy or greed means that we just think about ourselves, and we try to get more and more without concern for others. Jesus called this farmer a 'fool', which isn't very nice. We are then going to think about how we could turn this into a story where we could call the farmer 'wise, kind and generous'.

Luke 12:16-20 GNT
There was once a rich farmer who had land which bore good crops. He began to think to himself, 'I don't have a place to keep all my crops. What can I do? This is what I will do,' he told himself; 'I will tear down my barns and build bigger ones, where I will store the grain and all my other goods. Then I will say to myself, Lucky man! You have all the good things you need for many years. Take life easy, eat, drink, and enjoy yourself!'

2 possible endings (1 – from the Bible, 2 – an alternative ending) – please choose the most appropriate one.

1 But God said to him, 'You fool! This very night you will have to give up your life; then who will get all these things you have kept for yourself?'

2 'But God said to him, 'You fool! This very night you will be ill, and you will have no one to look after you; and what will happen to all these things you have kept for yourself?'

The parable Jesus told is often called the parable of the rich fool. But why is he called a fool? Surely, he'd worked hard and he deserved to take it easy. The parable makes it quite clear that he was only thinking about himself, he put in all that effort without concern for God or anybody else. The man couldn't enjoy all that he had worked for because he was very ill (or had died). Jesus said that it is not good for us to store things just for ourselves without being kind and generous towards God and others. The man in the parable didn't show much concern for those around him and was eventually left with nothing. This 'not very nice' story becomes a very good story if we change the greedy farmer to a wise and kind farmer.

There was once a rich farmer who had land which bore good crops. He began to think to himself, 'I don't have a place to keep all my crops. What can I do? This is what I will do,' he told himself; 'I will give away what I can't store for myself. I am a lucky man! I have all that I need and I will be able to help those around me that need food the most. I can, eat, drink, and enjoy myself, knowing that I have helped others to eat, drink and enjoy their lives as well.' God said to him, 'Well done! This night you will be ill but you have helped lots of people, they will want to look after and care for you.'

Reflection

We are especially thankful at this time of year for a good harvest of food. May we all have what we need, and may we be grateful and content with what we have as we support those that don't have all their needs met. May we reflect on what we can do to help others.



Summary of the Foolish Farmer

1) There was a farmer who was happy, he had harvested more food than he could store. 2) He tore down his old barns and built bigger ones to store his harvest. 3) Happily, he felt that he could sit back and relax and live off all that he had harvested without thinking of others. 4) God visited him (which I'm sure surprised the farmer) and said that he was going to die (or be ill) so he would not be able to enjoy all that he had harvested – which was very sad. 5) Another farmer with a big harvest gave the extra to those that were hungry and needed the food. This made the farmer and those that were hungry, happy. 6) God still said that the farmer was going to be ill (which was a surprise). I'm sure the farmer was sad. 7) Those that the wise, kind and generous farmer had helped showed him kindness. The farmer would have felt happier.



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

Feeling Focus – Happy, Sad and Surprise



Subsidiary Focus – Kindness and Greed

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

- Printed **Facial Expression Images*** for happy, sad, and surprise – See **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad and surprise – See **Body Language Descriptions***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)
- Optional - Download the video 'The parable of the Rich Fool' (3 minutes 7s) http://www.max7.org/en/resource/richfool from www.Max7.org

** Included in the Teacher's Guide.*

6.1 I See, I Hear

- Read the assembly 'Harvest – the Foolish Farmer'. Emphasise the feelings happy, sad and surprised. 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. Possibly use Makaton or BSL signs.
- Use the reflection to finish each daily session.

6.2a I See, I Hear

- Recount the main parts of the story of 'Harvest – the Foolish Farmer' emphasising the feelings.
- For each part of the story(s) pause and over emphasise the feelings. Show the **'Facial Expression Images' (see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings with their faces.

6.2b I See, I Hear

- Recount the main parts of the story of 'Harvest – the Foolish Farmer' emphasising the feelings.
- Emphasise the differences between the two versions of the story. The foolish farmer kept everything to himself even though he didn't need it, whilst the wise and kind farmer gave away what he didn't need. The foolish farmer was left sad and alone. The wise and kind farmer was looked after by those he had helped.
- For each part of the story(s) pause and over emphasise the feelings. Show the **'Facial Expression Images' (see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings with their faces.

6.3a I See, I Hear – I Feel

- Recount the main parts of the story of 'Harvest – the Foolish Farmer' emphasising the feelings.
- For each part of the story(s) pause and over emphasise the feelings. Show the **'Body Language Images' (see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad or surprised.

6.3b I See, I Hear – I Feel

- Recount the main parts of the story of 'Harvest – the Foolish Farmer' emphasising the feelings.
- Emphasise the differences between the two versions of the story. The foolish farmer kept everything to himself even though he didn't need it whilst the wise and kind farmer gave away what he didn't need. The foolish farmer was left sad and alone. The wise and kind farmer was looked after by those he had helped.
- For each part of the story(s) pause and over emphasise the feelings. Show the **'Body Language Images' (see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad or surprised.

6.4a I Understand

- Recount the main parts of the story of 'Harvest – the Foolish Farmer' emphasising the feelings.
- Ask the children to hide their faces behind their hands. Read out each of the following statements, count to three and the children reveal the feeling on their faces. They could reveal their faces to a friend or to everyone in the group.
- Robert Hawker was happy that the food had grown and that there was a harvest to celebrate.
- Robert Hawker was sad that people were going hungry at harvest time.
- Robert Hawker was happy that he could help other people.
- The foolish farmer and the wise and kind farmer were happy because they had had a good harvest.
- The foolish farmer kept everything to himself, this made him happy.
- The wise and kind farmer gave away everything he didn't need, this made him happy.
- The foolish farmer and the wise and kind farmer both became ill. This would make them sad.
- The foolish farmer was left sad and alone.
- The wise and kind farmer was looked after by those he had helped.

6.4b I Understand

- Recount the main parts of the story of 'Harvest – the Foolish Farmer' emphasising the feelings.
- Ask the children to hide their faces behind their hands. Read out each of the following statements, count to three and the children reveal the feeling on their faces. They could reveal their faces to a friend or to everyone in the group.
- Robert Hawker was happy that the food had grown and that there was a harvest to celebrate.
- Robert Hawker was sad that people were going hungry at harvest time.
- Robert Hawker was happy that he could help other people.
- The foolish farmer and the wise and kind farmer were happy because they had had a good harvest.
- The foolish farmer kept everything to himself, this made him happy.
- The wise and kind farmer gave away everything he didn't need, this made him happy.
- The foolish farmer and the wise and kind farmer both became ill. This would make them sad and possibly scared.
- The foolish farmer was left sad and alone.
- Those the wise and kind farmer helped felt happy and possibly relieved now they had food.
- The wise and kind farmer was looked after by those he had helped.
- Was the foolish farmer happy for the wrong reasons?

6.5a I Can

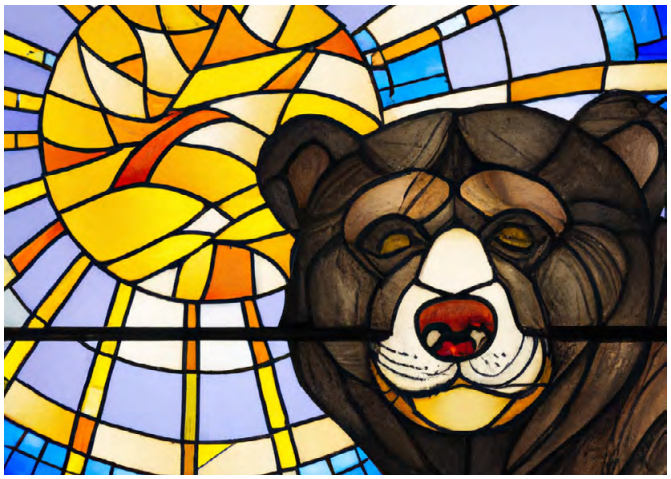
- Repeat the activities in 6.4a.
- You or a puppet, pretend to be a farmer. Explain that you are a farmer who has had an amazing harvest. You have so much food that your current barns can't hold it all. You're thinking of tearing them down and building bigger ones so that you can store it all. Then you'll be able to relax and take it easy and enjoy yourself. But you have also thought about giving some of the extra food away to those who need it. There were some people in the nearby village that helped him to harvest the food and you'd paid them but they're still struggling to pay for the food they need. You could give them some of the extra food, but you'd rather store it all so that you can take it easy and enjoy yourself. Explain that you're not sure what to do and you want the children to help you make the right decision.
- In pairs ask the children to discuss what the farmer should do. The children should then give their advice to the farmer.

6.5b I Can

- Repeat the activities in 6.4a.
- You or a puppet, pretend to be a farmer. Explain that you are a farmer who has had an amazing harvest. You have so much food that your current barns can't hold it all. You're thinking of tearing them down and building bigger ones so that you can store it all. Then you'll be able to relax and take it easy and enjoy yourself. But you have also thought about giving some of the extra food away to those who need it. There were some people in the nearby village that helped him to harvest the food and you'd paid them but they're still struggling to pay for the food they need. You could give them some of the extra food, but you'd rather store it all so that you can take it easy and enjoy yourself. Explain that you're not sure what to do and you want the children to help you make the right decision.
- In pairs ask the children to discuss what the farmer should do. The children should then give their advice to the farmer.
- Harvest time is a reminder that all we need comes from our planet and our planet can provide all that we need. Mahatma Gandhi was a very wise man from India (who lived for the last half of the 19th century and the first half of the 20th century 1869–1948). He is quoted as saying "The world has enough for everyone's need, but not enough for everyone's greed." What do you think he means?



7. Sun and Moon Stories – Sun bit by bear



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.

Use a large ball and a smaller ball, like a football and table tennis ball, to demonstrate what is meant by an orbit.

This morning we are going to think about some facts about the Earth, our Sun and the Moon that may get our heads spinning, literally. Our Earth – the planet that we live on, orbits or moves around the sun. The Sun is much bigger than the earth, but because it is so far away, we see it as a small circle that moves across the sky. It moves across the sky because we on the Earth are orbiting or moving around it. Does anyone know how long it takes for the Earth to orbit the sun? It takes 365 (and a quarter) days for the Earth to travel around the Sun. 365 (and a quarter) days may seem like a long time for the Earth to travel around the Sun, but the Earth is travelling very fast (67,000 mph or 107,000kmh). Just like the Earth orbits or moves around the Sun, the Moon orbits or moves around the Earth. It roughly takes the Moon 27 days (27.3) to travel around the Earth. The Moon is travelling fast (over 2,200 mph or 3,600 kph). A car travelling on the motorway (at 70mph) would take over two years to travel the same distance (the moon does it in 27 days).

The Earth rotates (or spins) whilst it orbits the Sun. *Use a large ball, like a football, to demonstrate what is meant by rotation.* It takes roughly 1 day (24 hours) for the Earth to make one complete rotation (or 23 hours, 26 minutes and 4 seconds to be more precise). If you are looking at the Sun at 12 o'clock on one day, it will appear in the same part of the sky 24 hours later. The Earth moves around the Sun and the Moon moves around the Earth. Sometimes the Moon passes in front of the sun covering a part or all of it. When this happens, it is given a special name. A solar eclipse. The word 'solar' is a very old word that means 'from the Sun'. The word 'eclipse' generally refers to the blocking out of the light from planets, moons or stars by other planets, moons or stars. When the Moon covers all the Sun, it blocks the light from the Sun and the Earth will go dark, this is called a total solar eclipse. There is a total solar eclipse somewhere on the Earth every couple of years. A partial solar eclipse is when only a bit of the sun is covered by the moon. There are between two to five partial solar eclipses every year.

A lunar eclipse is when the Earth creates a shadow on the Moon. A lunar eclipse can happen up to three times every year. In many cultures there are myths that try to describe what is happening during a solar or lunar eclipse. Some of the legends

include the sun being stolen or even being eaten. This week we are going to learn about some of these stories.

A Native American people called the 'Pomo' who live in the west of the United States of America tell a story that may explain why part of the sun disappears during an eclipse.

Sun bit by Bear

Once upon a time there was a bear. The bear lived in space and loved to go walking across the galaxies. One day whilst the bear was happily walking across our galaxy, the Milky Way, the bear came upon the Sun. The Sun was out for the daily walk across the sky. The bear walked towards the Sun and the Sun walked towards the bear. They were in each other's way. One would need to move to one side to let the other past, but neither the Sun nor the bear would move aside. They both became angry and quickly an argument began.

"Move out of my way," said the bear.

"No, you move out of my way," argued the Sun.

A fight began between the bear and the Sun. The bear eventually took a bite out of the Sun. Those on the Earth were surprised and some people were scared, they knew something had happened because the light in the sky darkened for a moment. The bear had won the fight and continued his walk across our galaxy.

Eventually the bear came across the Sun's sister, the Moon. The Moon was out for a stroll across the night sky. She had heard about the bear's argument with the Sun. Again, the bear needed to get past, but the Moon was in the way. They both became angry and quickly an argument arose.

"Move out of my way," said the bear.

"No, you move out of my way," argued the Moon.

Another fight began. The bear took a bite out of the Moon. Those on the Earth were surprised to see part of the Moon go dark. The bear had again won the fight and continued his walk across our galaxy.

The solar eclipse demonstrates that the bear is continuing his walk across the galaxies. It may also explain why a lunar eclipse (when the Earth's shadow covers the Moon) happens about 2 weeks before or after every solar eclipse. The Pomo name for the solar eclipse, literally means 'sun bit by bear'. It may be only a story but it is a great way of explaining why we have these wonderful events in the sky.

Reflection

We are thankful for the Sun and the Moon, for the way in which they support life on the Earth. May we be inspired by those that seek to know more about our universe and provide answers to age old questions.

"Intelligent people are always eager and ready to learn." The Bible: Proverbs 18:15 NLT.



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

Feeling Focus – Happy, Fear and Surprise



Subsidiary Focus – Stories from around the world

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

- Large ball (e.g. football) and a smaller ball (e.g. table tennis ball) to demonstrate what is meant by an orbit.

7.1 I See, I Hear

- Read the assembly 'Sun bit by Bear'. Explain that the story helps to explain why we have an eclipse. An eclipse is when part or all of the Sun is covered by the Moon, or part or all of the Moon is covered by the Earth. 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.
- This is a good story to discuss what to do if the children have arguments in the classroom or at home with other children. It is never right to fight, but we will have conflict (it is normal), so how else could the Bear and the Sun or Moon have resolved their argument. Your school may have its own systems of resolving conflict.
- Use the reflection to finish each daily session.

7.2 I See, I Hear

Today we are going to hear some more myths from around the world about the solar eclipse. An eclipse is when part or all of the Sun is covered by the Moon, or part or all of the Moon is covered by the Earth. In the Pomo story we heard yesterday the bear bit the Sun and the Moon when they got in its way as it walked across the galaxies. But in a few countries there are stories of the sun being completely eaten during an eclipse.

Eating the Sun

There is a Viking folktale about the Sun and Moon who are sister and brother. The Sun and Moon are sister and brother. The Sun is called Sôl and her brother the Moon is called Mani. Sôl and Mani ride through the sky on horse drawn chariots. They bring order to the Earth, they both make sure that the Earth has days and nights. Whilst Sôl and Mani bring order and routine to the Earth, giant wolves called Hati and Skoll chase the Sun and Moon trying to bring an end to that order and routine. During a solar eclipse, the wolves catch up with Sôl and try to devour and eat her.

In China, there is a legend that a heavenly dog eats the sun during a solar eclipse. During a solar eclipse, people make lots of noise to make the dog spit the sun back out again. The Chinese word for solar eclipse means 'eat'. In another Chinese legend, the sun is eaten by a dragon and again noise is used to make the dragon spit out the sun. In Vietnam, it is a giant frog (or sometimes a toad) that tries to eat the Sun. Young girls beat bowls to scare the frog away and save the Sun. These may only be stories, but they are an interesting way of explaining why we have these wonderful events in the sky. We should also never look directly at the sun.

- Imagine the sun is being eaten by the various animals above. Possibly show a solar eclipse on YouTube. Ask the children to show their scared faces and scared bodies. Make lots of noise to scare the animals away. Imagine the eclipse is over and ask the children to show how **relieved** they are by showing their happy faces and happy bodies. You may want to breath out heavily to show what the feeling relieved may look like.

7.3 I See, I Hear

Today we are going to hear another myth from around the world about a solar eclipse. Can you remember what a solar eclipse is? An eclipse is when part or all of the Sun is covered by the Moon, or part or all of the Moon is covered by the Earth. So far we have heard about a bear biting the sun and moon and how some animals like wolves, dogs, dragons and even frogs try to eat the sun during an eclipse.

Kala Rahu *(Mahabharata: Astika Parva, Section XIX)*

In a Hindu holy book called the Mahabharata there is another account that may help to explain the cause of the solar and lunar eclipses. The following story is based on that account:

Many, many, many years ago, the devas, Hindu gods and deities were invited to a banquet by Lord Vishnu. During the meal, Lord Vishnu served a magical drink called 'Amrita' or the god's nectar that had the power of giving anyone who drank it the gift of eternal life. A lesser god, called Kala Rahu, disguised himself as a servant woman and began to serve at the special meal. Seeing his opportunity, Kala Rahu tried to drink some of the Amrita. Surya, the sun-god and Soma, the moon-god spotted Kala Rahu stealing the Amrita. Immediately they told Vishnu, who cut off Kala Ruhu's head to stop the Amrita from reaching his body. But the Amrita had already given his head eternal life. Angry with Surya and Soma, Kala Rahu began to chase them across the sky. He still chases them to this day and it is said that when he catches them he eats them causing them to disappear. But the eclipse doesn't last long because Kala Rahu doesn't have a body to keep and hide the Sun or the Moon.

- Imagine the sun is being eaten Kala Rahu. Possibly show a solar eclipse on YouTube. Ask the children to show their scared faces and scared bodies. Imagine the eclipse is over and ask the children to show how relieved they are by showing their happy faces and happy bodies. You may want to breath out heavily to show what the feeling relieved may look like.

7.4 I See, I Hear

Can anyone tell me what an eclipse is? An eclipse is when part or all of the Sun is covered by the Moon, or part or all of the Moon is covered by the Earth. Can you remember what happens in China or Vietnam to stop various animals from eating the sun? People make a lot of noise. Today we are going to see what other people do when there is a solar eclipse in different places around the world.

Sun and Moon Stop Fighting

The ancient Greeks believed that a solar eclipse was a sign that the gods were angry and possibly the beginning of problems here on earth. You can understand why many of the stories can scare people into believing the Sun may never reappear or that it is a sign of bad things to come. Even today, many cultures make sure that pregnant women and young children stay indoors during a solar eclipse. In many parts of India, people fast, which means they don't eat during a solar eclipse. Many believe that any food that is cooked during an eclipse will be bad for you. People around the world continue to make lots of noise to scare away whatever is causing the solar eclipse and ensure that the Sun continues to shine. In the West African countries of Benin and Togo people tell stories of the Sun and Moon fighting during a solar eclipse. The only way to stop them from hurting each other is for the people on Earth to be a good example. So instead of making loud noises, the people stop fighting, stop arguing and support one another instead.

- Imagine if you saw a solar eclipse for the first time and you didn't know that an eclipse was the moon passing in front of the sun. In the middle of the day the sky turned dark and the sun disappeared for a short time. How do you think you might feel if you didn't know what was going on? You might feel surprised or scared.



7.5 I Understand – I Can

- Recount the different eclipse myths. Can the children freezeframe one of the stories for others to guess what is being acted out?
  - Native American Pomo myth where the Sun and Moon are bitten by a Bear.
  - Viking folktale suggest that Sôl and Mani chased by the Wolves Hati and Skoll.
  - Chinese stories include a heavenly dog or dragon chasing and eating the Sun.
  - The Vietnamese story of a giant frog chasing and eating the Sun.
  - Hindu tale or Kala Rahu's head chasing Surya and Soma.
  - Ancient Greeks believed an eclipse showed the gods were angry.
  - Some people in the West African countries of Benin and Togo believe they can stop the Sun and Moon fighting by being nice to each other.
- Which solar eclipse legend have you found most interesting?
- By knowing the reason why an eclipse happens, it can help us not to feel scared and we won't be as surprised when they happen in the future.
- We started this week by thinking about a bear fighting with the Sun and the Moon and we've come to the end of our stories by hearing about people showing the Sun and Moon a good example by being nice to each other, to stop arguing and fighting and supporting each other instead. How can we be good examples to each other?



8. Black History Month



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.

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

Dr Carter believed that black children were not learning about their own history. Today Black History Month helps everyone to learn about and celebrate the achievements of black people. Black History Month is also a time to think about how we think about others and to think about how we should treat other people. Although, it is important to think about how we think about and treat other people all the time. Imagine if you were treated differently because of the way you look or because of a disability that is obvious to others like using a wheelchair. It is always polite to open doors for other people, but if you need to use a wheelchair and were struggling to open a door, you would certainly appreciate help from someone else. We live in communities, and we should help everyone in our community. Sometimes it is okay to treat someone differently, especially if we are being helpful and putting the other person's need before our own. Other times it is wrong to treat or think something bad about a person based on something that can't be changed.

Imagine how you would feel if I was to put you into two groups. One group on my right and one on my left. What would you think if I said that those on my right are not going to get any dinner

today? We're also going to take away the playtime from children on my right. Those on my left, you are going to be able to eat dinner and I'm going to give everyone of you an extra cake. I'm going to be very strict with those on my right to make sure they get their work done and punish you if they don't complete it. Those on my left, it doesn't matter if you don't get any work done. I'm going to say you can do anything you want all day. How would that make you feel? Is it fair? What can I do to make it fair?

(Find and show an image of Rosa Parks) Rosa Parks was born about a hundred years ago (4th February 1913). She lived in the United States of America. In the place where Rosa lived at that time there were laws that treated black people and white people differently. Black people and white people were often separated (segregated). There were schools for black children and schools for white children. Black people couldn't go the same universities as white people. They couldn't get books from the same libraries, go to the same theatres, play in the same parks or eat in the same restaurants. Black people were made to sit at the back half of a bus to allow white people to sit at the front. It made many black people sad.

One day, Rosa was riding home on the bus after a long day working. She was sitting in the back half of the bus as she was expected to do. As the bus journey continued, more and more people kept getting on the bus. Soon all the seats were full and people began standing. At one stop, the bus driver asked Rosa and the other black people on her row to stand to allow white people to sit down. Rosa refused. The police arrested Rosa for breaking the law. On the day of her trial only a few days later, the black community, led by a young man called Martin Luther King, encouraged all black people to boycott the buses – which means they weren't to use the buses. Many black people started to walk or share car journeys instead of using the buses. It went so well that the bus company started losing money. Newspapers started reporting on the bus boycott. Some people from the black community began trying to change the law to allow black and white people to sit wherever they wanted on a bus. The bus boycott lasted over a year. It ended when the laws that separated people on the buses was ended.

Reflection

We are thankful for the helpful things people have done for us. We are thankful for the helpful things people have done throughout history. May we celebrate the achievements of people of all backgrounds, colours and races as we all seek to make the world a better place.

'Don't be scared of doing the right thing.' (Paraphrase of: *"You must never be fearful about what you are doing when it is right."* Rosa Parks)



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

Feeling Focus – Sad and Anger



Subsidiary Focus – Black History Month

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

- See the teachers' guide for more information about developing an anti-racist curriculum.
- Printed **Facial Expression Images*** for sad and anger – See **Facial Expression Descriptions***
- Printed **Body Language Images*** for sad and anger – See **Body Language Descriptions***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

* *Included in the Teacher's Guide.*

8.1 I See, I Hear

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

8.2 I See, I Hear

- Read the third paragraph from the assembly 'Black History Month'. It starts: Imagine how you would feel if I was to put you into two groups. One group on my right and one on my left. What would you think if I said that those on my right are not going to get any dinner today? We're also going to take away the playtime from children on my right. Those on my left, you are going to be able to eat dinner and I'm going to give everyone of you an extra cake. I'm going to be very strict with those on my right to make sure they get their work done and punish you if they don't complete it. Those on my left, it doesn't matter if you don't get any work done. I'm going to say you can do anything you want all day. How would that make you feel? Is it fair? What can I do to make it fair?
- Explain that it was unfair to separate the children into two groups and then treat one of them very unfairly. If you were being treated unfairly it might make you feel sad or it could make you feel angry.
- Taking each feeling in turn: sad and anger, show the **'Facial Expression Image' (see 'Facial Expression Descriptions')**. Children copy and practise showing the feeling on their faces. Then show the **'Body Language Image'**. Describe the body language **(see 'Body Language Descriptions')**. Children copy and practise showing the feeling with their bodies.

8.3 I Feel

- Repeat the activities from 8.2.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are sad or angry.

8.4 I Understand

- Using a puppet (optional), pretend that the puppet was treated differently they were sitting on the right. Use the example in 8.2 of having dinner and break removed.
- Why did it make you feel sad? *E.g. It made me sad because I like my food, I'm always hungry at dinner time and food makes me feel better. I also like playtimes, it's a time to play with my friends. Losing my play time made me feel sad.*
- Why did it make you feel angry? *E.g. (Getting more and more angry) it made me angry because it was unfair that those on the left were able to have their play time.*

8.5 I Can

- Repeat the activities from 8.4a.
- What could we do if we knew the puppet was being treated differently? Who could we talk to? What could we say? What could the puppet do?



9. The North Wind and the Sun



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

Have a cloak (or coat with a hood that can be worn like a cloak) available for the dramatization of the story.

There once was a person who lived a long time ago (about 2500 years ago) called Aesop. Aesop was a storyteller who lived in and around a country called Greece. He told lots of fables that are still very popular today. The 'Tortoise and the Hare' is just one of his many tales. A fable is a story that has a moral. What do we mean by saying 'the moral of the story'? Today we are going to hear one of Aesop's fables. As you listen (or watch the story) I want you to think about what the moral of this story could be.

I am going to need three volunteers to help me tell this fable. I need someone who would make a good sun (not a son with a parent but the big yellow thing in the sky). I need someone who could play the wind (not someone with wind). Finally, I need someone who is good at wearing a cloak! As I tell the story, I would like the three volunteers to act out whatever is happening and mime any speaking parts as I say the words.

The North Wind and the Sun (an Aesop fable)

One day the Sun was making their usual slow and gentle journey across the earth's sky. On its journey the Sun came across the Wind rushing around as usual. The Wind was always in a hurry, blowing this way and that way. As the Wind passed the Sun, it stopped.

"I" said the Wind, "am the strongest of all the things on the earth and in the sky."

The Sun wasn't so sure, it had seen the Wind rushing around, blowing this way and that way, wreaking havoc and causing chaos, but the strongest? "I don't think so" said the Sun to the Wind, "I challenge you to a little contest."

The Sun spotted a young traveller wearing a cloak, making their way along a winding road from the village to the town. "Whoever can remove the cloak from that traveller will certainly be the stronger."

"I remove roofs from houses and sails from ships" said the Wind, "removing the cloak from that traveller will be easy."

With the Sun watching, the Wind began to blow. The traveller felt the icy blast

of the Wind and took hold of his cloak and held it tightly under his chin. The Wind began to blow harder and harder, but the traveller struggled on, wrapping himself in his cloak. The more the Wind blew the tighter the traveller pulled the cloak around him.

Becoming frustrated, the Wind began to get tired. Angrily, the Wind stopped. "It is impossible. The harder I blow, the harder it is for me to remove the cloak from the traveller." Calming down and with a wry smile on its face, the Wind said, "Although I couldn't do it, I don't think you will be able to do it either."

"We shall see," said the Sun who came out from behind a cloud. The Sun began to shine gently upon the hurried traveller. The traveller immediately began to slow down loosening the grip on his cloak. It wasn't long before the traveller had stopped completely. He unbuttoned the cloak from beneath his chin and happily removed it. The traveller stood enjoying the warmth provided by the Sun. Finally, the traveller laid the cloak on a grass verge at the side of the winding path and took an early afternoon nap.

The fable is called the North Wind and the Sun. Before we started to listen and watch the story, I asked you to think about what the moral of the story could be. Can anyone tell me what they think the moral of the fable is? The Sun and the Wind wanted to find out who was the strongest. A simple task to remove the cloak from a traveller became too much for the Wind as s/he tried the only way s/he knew how. But the Sun took a more gentle approach. The Wind was determined to show everyone how strong s/he was, and s/he didn't really care about the problems her/his strength caused them. The Sun and the Wind's task was to get the traveller to remove her/ his cloak. The Wind blew as hard as s/he could. I expect the Wind tried to complete all her/ his tasks and solve all her/his problems by using the same solution. The Sun however took a gentle approach. S/ he didn't get all flustered, her/his solution involved helping the traveller. The Wind tried to force the traveller to do something the Wind wanted her/him to do, the Sun worked with the traveller and ultimately it was the traveller's decision to take off her/ his cloak.

This week we are going to be thinking about the word 'gentle'. The Sun was gentle, but the Wind was harsh. The Bible has a lot to say about being gentle, one Proverb (or wise saying) says 'A gentle answer turns away wrath, but a harsh word stirs up anger' (NIV) or in another version 'a gentle answer deflects anger, but harsh words make tempers flare' (NLT). Often in our friendships it is easier to tell others what we want, this may involve shouting and getting all flustered. But it is far more effective if we work with others and help them to see how it will benefit them, rather than trying to force them to do it. Our gentle words and our gentle actions can be far more effective than harsh words or actions.

Reflection

We are thankful for the warmth of the sun and the fresh gentle breeze that we can enjoy from the wind. May this morning be a reminder of just how powerful being gentle can be. Let us be reminded that being gentle is often more effective than being harsh.

"A gentle answer turns away wrath, but a harsh word stirs up anger." The Bible: Proverbs 15:1 NIV.



Summary of the Wind and the Sun

1) The Sun was out for a gentle walk across the sky, walking made the sun happy. The Sun saw the Wind rushing around. 2) The Wind declared that he was the strongest of all the things on the earth and in the sky, this annoyed the Sun a little bit, the Sun didn't like it when people boasted. 3) The Sun challenged the Wind to a contest – to remove the cloak from the young traveller. The Wind was happy because the Wind thought they could easily win the contest. 4) The Wind went first, blowing the traveller with an icy bast. The harder the Wind blew the more the traveller held tightly to the cloak. The Wind began to get frustrated. 5) The Wind was angry, tired and gave up. The Wind told the Sun the challenge was impossible and made himself feel better by saying the Sun wouldn't be able to do it either. 6) The Sun came out from behind a cloud and shined gently on the traveller. The traveller slowed, unbuttoned their cloak and happily removed it. 7) Enjoying the Sunshine, the traveller spread the cloak on the grass verge and lay down for a rest.



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

Feeling Focus – Happy (enjoyment) and Anger (annoyed and frustration).



Subsidiary Focus – Gentleness

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

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

** Included in the Teacher's Guide.*

9.1 I See, I Hear

- Read the assembly 'The North Wind and the Sun'. Emphasise the feelings: happy, enjoyment, anger and 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.

9.2 I See, I Hear

- Recount the story of 'The North Wind and the Sun'.
- 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. Use the key parts of the story to emphasise the feelings of happy, enjoyment, anger and frustration. (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…)

9.3a I Feel

- Recount the story of 'The North Wind and the Sun'.
- Taking each feeling in turn, use the **'I Feel Descriptions'** to describe how the Sun, Wind or Traveller might feel for each of the feelings, happy, enjoyment, frustration and anger. Show the **'Facial Expression Images' (see 'Facial Expression Descriptions')**. Children copy and practise showing how the Sun, Wind or Traveller would feel on their faces.

9.3b I Feel

- Recount the story of 'The North Wind and the Sun'.
- Taking each feeling in turn, use the **'I Feel Descriptions'** to describe how the Sun, Wind or Traveller might feel for each of the feelings, happy, enjoyment, frustration and anger. Show the **'Facial Expression Images' (see 'Facial Expression Descriptions')**. Children copy and practise showing how the Sun, Wind or Traveller would feel on their faces.

- Using a balloon demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. Blow up the balloon a little to demonstrate the small feelings and blow up the balloon a lot to demonstrate the big feelings. Use the example of the Wind, demonstrate that in the story the Wind felt anger in different ways. When the traveller held tightly to the cloak, the Wind became annoyed (small balloon). When the Wind realised the traveller wasn't going to let go of the cloak the Wind became angry and gave up (bigger balloon).

- Using a balloon demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. Blow up the balloon a little to demonstrate the small feelings and blow up the balloon a lot to demonstrate the big feelings. Use the example of the Wind, demonstrate that in the story the Wind felt anger in different ways. When the traveller held tightly to the cloak, the Wind became annoyed (small balloon). When the Wind realised the traveller wasn't going to let go of the cloak the Wind became angry and gave up (bigger balloon).

- Using the larger balloon, how might the Wind have shown he was really angry (see **'I Feel Descriptions'** and **'Body Language Descriptions'**) how might the Wind have acted if he was really, really, really angry?
- Using happiness, blow up a balloon a little and have a little smile, blow up the balloon a lot and have a bigger smile. Do the same for sadness and possibly other types of feelings.

9.4 I Understand

- Ask children to freezeframe different parts of the story of 'The North Wind and the Sun', children guess which bit is being acted out.
- Read the following statements and show the appropriate facial expression **(see using facial expression).** Children copy the facial expressions and discuss why the Sun, Wind or traveller were happy, annoyed, frustrated or angry.
  - The Sun was out for a gentle walk across the sky, walking made the Sun happy. The Sun saw the Wind rushing around.
  - The Wind declared that he was the strongest of all the things on the earth and in the sky, this annoyed the Sun a little bit, the Sun didn't like it when people boasted.
  - The Sun challenged the Wind to a contest – to remove the cloak from the young traveller. The Wind was happy because the Wind thought they could easily win the contest.
  - The Wind went first, blowing the traveller with an icy bast. The harder the Wind blew the more the traveller held tightly to the cloak. The Wind began to get frustrated.
  - The Wind was angry, tired and gave up. The Wind told the Sun the challenge was impossible and made himself feel better by saying the Sun wouldn't be able to do it either.
  - The Sun came out from behind a cloud and shined gently on the traveller. The traveller slowed, unbuttoned their cloak and happily removed it.
  - Enjoying the Sunshine, the traveller spread the cloak on the grass verge and lay down for a rest.

9.5 I Can

- Ask children to freezeframe different parts of the story of the North Wind and the Sun. Children guess which bit is being acted out.
- Using a puppet, pretend to be the Wind. Recap (use the summary) explaining why you were angry.
- The Wind thought that he was the strongest and would easily beat the Sun by blowing the cloak off the traveller. The Wind became frustrated as the traveller held onto the cloak tighter and tighter. The Wind became tired and then his frustration turned to anger and he gave up. What advice would you give to the Wind about not becoming angry or frustrated? What was the difference in ways the Sun and Wind tried to remove the cloak from the traveller? Which one was gentle and calm and which one was aggressive and forceful?



10. Peace and Quiet



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.

Can anyone think of two different meanings for the word 'Peace'. 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. Sometimes it can be very noisy around you, but inside you can feel peaceful and calm. At other times it might be quiet in the classroom, but inside it can still feel noisy and you are not able to feel calm.

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

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

You may have of heard the term 'Remembrance Day'. It takes place around this time of year. Many years ago, countries close to the UK began fighting each other. This war became known as World War 1 or The Great War. Countries like France, Germany, Belgium, Austria, Hungary and Russia were involved. You may have visited some of these countries on holiday. The Great War lasted for four years. On the 11th hour of the 11th day of the 11th month in 1918 the guns that were used in

the fighting stopped firing. Guns are noisy and when they stopped firing, the noise of four years of fierce fighting also stopped. Soldiers had both the peace and quiet from the noise of the gunfire coming to an end and peace because war (for most of the British soldiers) had finished. *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? It must have been weird for the soldiers that were so used to the noise of the guns to suddenly have peace and quiet.

Every year on the 11th of November and the nearest Sunday to the 11th, people commemorate the end of the war. The word 'commemorate' means that we remember and respect something. People are often quiet for 2 minutes at 11 o'clock on these two days. They may remember a family member who is or has been in the army or other armed services. They may think about some of the horrible things that happen in war to remind them that it is not a good thing and that we should do everything we can to avoid it.

The Bible is an important book for Christians. It has a lot to say about peace. In one of the books in the Bible, a man named Paul finishes a letter to some of his friends by letting them know that peace is something that can be given. 'Now may the Lord of peace himself give you peace at all times and in every way' (2 Thessalonians 3:16 NIV). Things that we do can make the room quiet, but the things we can do can also help other people to feel peaceful inside. Things we do actually give other people peace. Another bit of the Bible says: "If you want to enjoy life and wish to see good times, you must keep from speaking evil (saying horrible things) and stop telling lies, you must strive for (want) peace with all your heart" (1 Peter 3:10-11 GNT).

This week we are going to think about how we can make some peace and quiet in the classroom, but also about how we can make peace and quiet inside us as well.

Reflection

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

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



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

Focus – Peace, Quiet and Calm

10.1 I See, I Hear

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

10.2 I See, I Hear

- Repeat the activities from 10.1.
- After the one-minute silence, talk about what silence looks and sound like on the outside.
- Use the Makaton or British Sign Language (BSL) signs for peace and quiet. Does the sign for peace help you to think about being quiet?

10.3 I Feel

- Repeat the activities from 10.1.
- After the 5 deep breaths, talk about what calm feels like on the inside.
- Use the Makaton or British Sign Language (BSL) signs for calm. Does the sign for calm help us to imagine how it feels inside when we are calm?

10.4 I Understand

- Recount the following from the assembly 'Peace and Quiet'.
- 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 can feel uncalm inside?

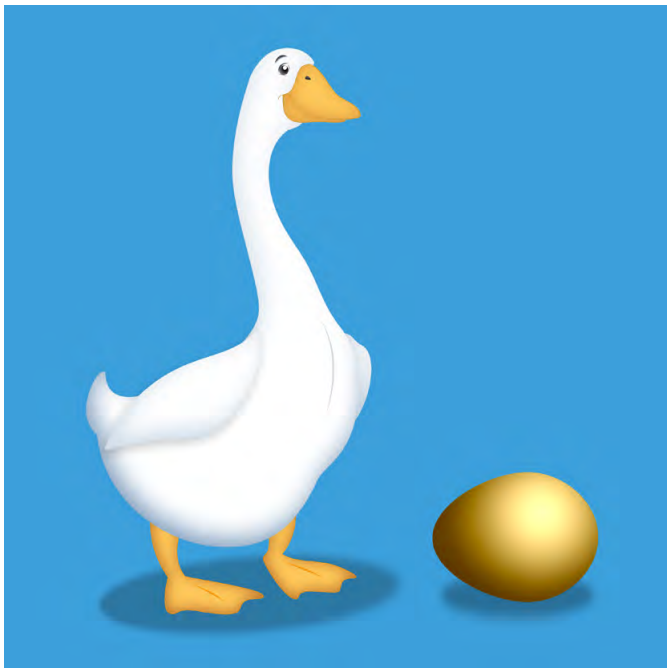


10.5 I Can

- Repeat the activities from 10.1.
- What can we do to be quiet? (Turn off the TV, Ipad, stop talking etc…)
- What can we do to help calm ourselves inside?
  - 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?



11. Greedy Stories



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

There are audible versions of many of Aesop's fables available on BBC's 'school radio' on the internet including 'The Goose that laid the Golden Eggs' (4 minutes 49 seconds) and 'The Dog and his reflection' (4 minutes 17 seconds).

A few weeks ago, we heard a story about a foolish farmer. Can anyone remember what happened in the story about the foolish farmer? There was once a rich farmer who had land which bore good crops. He began to think to himself, 'I don't have a place to keep all my crops. What can I do? This is what I will do,' he told himself; 'I will tear down my barns and build bigger ones, where I will store the grain and all my other goods. Then I will say to myself, Lucky man! You have all the good things you need for many years. Take life easy, eat, drink, and enjoy yourself!' But God said to him, 'You fool! This very night you will have to give up your life (or…This night you will be very ill with no one to look after you); then who will get all these things you have kept for yourself?'

The story of the foolish farmer is sometimes called the greedy farmer because he wanted to keep all the harvest to himself. We also thought about a wise and kind farmer that gave his extra food away rather than storing it away. This farmer was generous. When he became ill, he was looked after by the people he helped, while the foolish farmer was left alone unable to enjoy his harvest. Being greedy has been around a long time, the story of the foolish farmer is about 2000 years old and there are stories that are even older.

The Golden Goose (an Aesop fable)

Once upon a time, there was a goose that laid golden eggs. Each morning the goose would lay just one egg and each morning the old man who owned the goose eagerly collected and sold the egg. Although he had lots of money, the old man was never satisfied. He always wanted more. He was never happy and he was tired of only getting one egg each day. Greedily he thought that if he cut open the goose he would get all the eggs in one go. He killed and

cut open the goose to find out that she was just like any other goose. Feeling disappointed and sad, he cooked and ate the goose and ended up with nothing.

The Swan with the Golden Feathers (an ancient Buddhist story)

Once there was a father of a poor family. He became ill and died. But as with Buddhist tradition, he was reborn. He came back as a swan with golden feathers. Knowing how it felt to have nothing the Swan went to live with a poor family. He allowed the family to occasionally pick some of the feathers to sell. The family's needs were met, and they didn't go hungry. One day the greedy mother captured the swan and plucked out all his feathers. From that day forward the mother was disappointed and sad to find out that the swan only grew normal white feathers, not golden ones.

The Dog and His Reflection (an Aesop fable)

There was once a dog who stole a bone from his master's table. The dog ran through the town and out into the country away from people and other dogs that may have wanted to take the bone away from him. Crossing a bridge, the dog noticed another dog looking back at him from the surface of the stream. He didn't realise that this other dog was his reflection. The dog saw that this other dog was also carrying a bone with what he thought was a jealous look in the other dog's eyes. 'This other dog wants my bone too' thought the dog, so he growled angrily. The reflection growled. 'He's growling at me too', thought the dog so he barked. The reflection barked and the dog dropped his bone into the stream and it was carried swiftly away. Disappointed, the dog slowly walked home.

Who'd have known that four very old stories from three very different cultures all focus on the same issue? All four stories contain a very important message and one that is as important today as when they were originally told. We often talk about our actions leading to consequences. It's clear in these stories that greed had some very bad consequences, the goose lost his life, the swan lost the ability to grow golden feathers, the dog lost his bone and the rich farmer wasn't able to enjoy all his hard work.

In three of the four stories we heard, the people had all they needed. The old man had golden eggs that he sold to buy food, the family with the swan were able to buy what they needed and the farmer grew his food and stored it in his barns. But they weren't satisfied with having their needs met, they wanted more. A need is something that we are not able to do without, like enough 'good' food to keep us healthy and fit, shelter to ensure that we are dry and warm and maybe family and friends to keep us happy and content. In the stories the problems all started when the people wanted more, they weren't satisfied with having just their needs met. In our society, we generally, not always, have more than we need. Our world can produce enough food to feed every man, woman and child on planet Earth. If it is shared fairly, everybody can have what they need. If people are greedy and keep more than they need, there maybe not enough to go round. We will finish this week's thought for the day with Gandhi's words: "The world has enough for everyone's need, but not enough for everyone's greed."



Reflection

We are thankful for the times when we have all that we need to be healthy and happy. May we never be like those in the stories that we have heard about today. Instead, may we remember those that are in need and if possible share what we have.

"The world has enough for everyone's need, but not enough for everyone's greed." Mahatma Gandhi

"Greed brings grief (Sadness) to the whole family." The Bible - Proverbs 15:27 (NLT)

"It is not the man who has little that is poor, but the one who is greedy." Seneca

Summary of the Golden Goose

1) A man had a goose that laid one golden egg every day. 2) The man sold the eggs and was rich. 3) Sadly, the man always wanted more. He killed and cut open the goose hoping to get all the eggs. 4) He was left disappointed and sad without his golden goose.

Summary of the Swan with the Golden Feathers

1) The father of a poor family died but was reborn as a swan with golden feathers. 2) He went to live with another poor family and every so often would allow them to pick a golden feather to sell. 3) Although the mother had all she needed, sadly she wanted more. She grabbed the swan and plucked out all the golden feathers. 4) The mother was disappointed to find that from then on the swan only grew normal white swan feathers and the family was left with nothing.

Summary of the Dog and His Reflection

1) A dog stole a bone from his masters' table. 2) The dog ran out of the town and crossed a bridge over a stream. 3) He noticed another dog looking back at him from the surface of the water. 4) The dog thought this new dog had a jealous look in his eyes and wanted his bone, so he growled. The other dog growled back. 5) Angrily the dog barked and dropped his bone into the stream where it was washed away. The dog walked home disappointed.



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

Focus – Happy (satisfaction), Sad (disappointment) and Anger



Subsidiary Focus – Greed, Kindness, Unfair and Fair

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

- Printed **Body Language Images*** for happy, sad and anger – See **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

11.1 I See, I Hear

- Read the assembly 'Greedy Stories'. Emphasise the feelings: happy, satisfaction, sad and anger. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

11.2 I Understand

- Recount the story of the 'Golden Goose'. The story today is a sad story. The man should have been happy, he should have been satisfied with all that he had. But he wasn't satisfied. He thought that if he killed the goose he would get all the eggs. He was wrong and was left disappointed.
- Show the **'Body Language Image'** for sad **(see 'Body Language Descriptions')**. Children copy and practise showing the feel with their bodies.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy and satisfied or sad and disappointed.
- The word greedy or greed means that we just think about ourselves, and we try to get more and more without concern for others. This story reminds us how unfair being greedy is. Sometimes being greedy might make the greedy person feel happy, but it can make others feel sad.
- How could we turn this story to one with a happy ending, that is fair to both the man and the goose?

11.3 I Understand

- Recount the story of the 'Swan with the Golden Feathers'. The story today is a sad story. The mother should have been happy, she should have been satisfied with all that she had. But she wasn't satisfied. She thought that she could collect all the feathers and the swan would carry on growing feathers made of gold. She was disappointed to find out the Swan grew only normal feathers from then on.
- Show the **'Body Language Image'** for sad **(see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy and satisfied or sad and disappointed.
- We've been looking at the word greedy or greed. It means that we just think about ourselves, and we try to get more and more without concern for others. This story reminds us how unfair being greedy is. Sometimes being greedy might make the greedy person feel happy, but it can make others feel sad.
- How could we turn this story to one with a happy ending, that is fair to both the mother and the goose?

11.4a I Understand

- Recount the story of the 'Dog and His Reflection'. The story today is a sad story. The dog should not have stolen from his master. He thought that the dog in the stream was jealous of him. Jealous means that you really, really want something that you can't have. But it was simply his own reflection in the water.
- Show the **'Body Language Image' (see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy and satisfied or sad and disappointed.
- We've been looking at the word greedy or greed. It means that we just think about ourselves, and we try to get more and more without concern for others. This story reminds us how unfair being greedy is. Sometimes being greedy might make the greedy person feel happy, but it can make others feel sad.
- How could we turn this story to one with a happy ending, one that is fair to the master and the dog? E.g. the master started by giving the dog a bone.

11.4b I Can

- Recount the story of the 'Dog and His Reflection'. The story today is a sad story. The dog should not have stolen from his master. He thought that the dog in the stream was jealous of him. Jealous means that you really, really want something that you can't have. But it was simply his own reflection in the water.
- We've been looking at the word greedy or greed. Can we feel happy about the wrong things? What would you say to someone who is happy about being greedy? You could:
  - Think about how sad it might make others.
  - Ask them to think how they would feel if they were the swan, goose, person in need etc…
  - What would you say to the people in the 'greedy stories'?
- How could we turn this story to one with a happy ending, one that is fair to the master and the dog? E.g. The master started by giving the dog a bone instead of the dog stealing it.

11.5a I Can

- Compare the sad greedy stories with the stories the children created with happy endings. See final activity for 11.2-11.4a.

11.5b I Can

- Compare the sad greedy stories with the stories the children created with happy endings. See final activity for 11.2-11.4b.
- Do you agree with the following quotes:
  - "The world has enough for everyone's need, but not enough for everyone's greed." Mahatma Gandhi
  - "Greed brings grief (Sadness) to the whole family." The Bible - Proverbs 15:27 (NLT)
  - "It is not the man who has little that is poor, but the one who is greedy." Seneca



12. Diwali – Rama and Sita



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.

Today's story is the epic tale of Rama and Sita – It is broken down into 4 parts. You may wish to read all the story in one go (in a main assembly) or just read the part of the story that is relevant to the appropriate thought for the day. BBC's 'Lets celebrate' has a shadow puppet version of the Diwali story.

Diwali is a festival that is celebrated by many Hindus, Sikhs and Jains (and others) in October or November each year. Diwali is a very diverse festival, there are different stories that are told and different practices that are celebrated depending on where people live and the traditions that have been passed down from one generation to another.

The festival usually lasts about five days with the main celebrations taking place on the third day, the day of a new moon. A new moon cannot be seen, as it is hidden in the Earth's shadow, so part of Diwali takes place during the darkest nights of the month. Diwali simply means 'row of lights', and diva lamps are lit and arranged in rows during the celebrations. Diwali is often called a festival of light along with Christmas and the Jewish festival of Hanukkah. A popular story that is retold during Diwali, often using shadow puppets, is the epic story of Rama and Sita, called the Ramayana.

Rama and Sita

1) In India a long time ago, there was a king. The king had grown old and he was preparing to pass the crown over to Rama, his eldest son. Rama was brave and everyone loved him. The people wanted Rama and his wife Sita to be the next king and queen.

The king had three wives. He loved his youngest wife the most and promised to do anything she asked. She didn't want Rama to be king. She wanted her son, Bharata, to be the next king. She also wanted Rama and Sita to be sent away to the forest for 14 years.

The king didn't like what he heard, but because of his promise, he sent Rama and Sita away and made Bharata king. Bharata was so ashamed of his mother's actions. He placed Rama's slippers on the throne and governed the kingdom waiting for Rama's return.

2) Rama, Sita and Rama's brother, Lakshmana, settled into their new life in the forest. Ravana, the ten headed king of the demons, fell in love with beautiful Sita. He planned to kidnap Sita and take

her to his kingdom. One day, Rama and Lakshmana went hunting. Before they left, Lakshmana drew a circle in the dust around Sita to protect her, Lakshmana told Sita not to step out of the circle.

Ravana, disguised himself as an old beggar. He asked Sita for some food. Sita felt sorry for the old man and stepped out of the circle. Immediately the old man turned back into Ravana. Sita was surprised and scared, Ravana carried her off to his kingdom.

3) When Rama and Lakshmana returned, they were surprised to find the circle empty. Rama was sad and very worried about what had happened to her. He called on the animals of the forest to help him find and rescue his beloved Sita. Rama asked Hanuman, the monkey king if he would help in the search and rescue of Sita. It was agreed. Hanuman searched and found Sita in Ravana's kingdom. Hanuman returned to see Rama and Lakshmana. Rama, led the large monkey army on a mission to rescue Sita. Rama, Lakshmana and the monkey army battled against Ravana and his demon forces. The battle was long and hard, but eventually Rama defeated Ravana and returned to the forest with Sita.

4) Once the fourteen years were over, Bharata was happy to welcome Rama and Sita back to the city. He crowned them king and queen. There was a large celebration. The people of the city were also happy to welcome Rama and Sita back. Bharata and the people were relieved that Rama and Sita had returned safe and sound. They filled their houses with diva (diya) lamps as a sign of Rama and Sita's victory over the dark forces of evil. A year after their return, Rama organised a celebration with lights, fireworks, food and music. Possibly the first Diwali festival.

Reflection

We are thankful for those festivals and important occasions that remind us to do good in our world. May all the lights that are displayed during this winter season help and encourage us to spread the light of goodness and lighten up the lives of those in our communities.



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

Focus – Love, Happy, Sad, Fear (worry), Anger (annoyed) and Shame



Subsidiary Focus – Obedience, good and bad

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

- Printed **Facial Expression Images*** for love, happy, sad, fear, anger and shame – See **Facial Expression Descriptions***
- Printed **Body Language Images*** for love, happy, sad, fear, anger and shame – See **Body Language Descriptions***
- **I Feel Descriptions***

** Included in the Teacher's Guide.*

12.1

- **I See I Hear** Read the assembly 'Diwali' (or just part 1 of Rama and Sita). Emphasise the feelings: sad, love and shame. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what they may look like and how they may sound. Use the Makaton or British Sign Language (BSL).
- **I See I Hear** Show the **'Body Language Image'** for ashamed **(see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- **I Feel** Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel sad, love or are ashamed.
- **I Understand** Dasharatha would have been so saddened and disappointed when his wife asked him to honour her wishes to send Rama and Sita away. Dasharatha loved his wife and he'd promised to honour her wishes.
- **I Understand** Rama loved his dad; he was prepared to honour his father's wishes even though it meant he had to go away.
- **I Understand** Bharata didn't want to be king, he was embarrassed, and probably a bit angry that his mother had asked that Rama and Sita be sent away. He felt like he was letting Rama and Sita down even though he knew it wasn't his fault.
- We will find out what happens to Rama and Sita while they are living in the forest tomorrow.
- Use the reflection to finish each daily session.

12.2

- Recount Part 1 of Rama and Sita.
- **I See I Hear** Read part 2 of the Rama and Sita story. Emphasise the feelings: fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings look like and how they may sound. Use the Makaton or British Sign Language (BSL).
- **I See I Hear** Show the **'Body Language Image'** for surprised and scared **(see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- **I Feel** Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are scared.
- **I Understand** Sita was surprised when she saw the old beggar who she was trying to help turn into the evil Ravana. She must have been really, really scared when he carried her off to his island.
- We will find out what happens to Sita tomorrow, I wonder if Rama and Lakshmana will try to rescue Sita.

12.3

- Recount Part 1&2 of Rama and Sita.
- **I See I Hear** Read part 3 of the Rama and Sita story. Emphasise the feelings: surprise, sad, fear (worry) anger (annoyed). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings look like and how they may sound. Use the Makaton or British Sign Language (BSL).
- **I See I Hear** Show the **'Body Language Image'** for surprise, sad/fear (worried) and anger (annoyed) **(see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- **I Feel** Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are surprises, worried (mixture of sadness and fear) and annoyed or angry.
- **I Understand** Rama was surprised to see that Sita had gone.
- **I Understand** Rama felt both sad and scared, he was worried for Sita's safety. He was also angry; he was annoyed with himself for leaving her to go hunting.
- We will find out how the story ends tomorrow.

12.4

- Recount Part 1,2&3 of Rama and Sita.
- **I See I Hear** Read part 4 of the Rama and Sita story. Emphasise the feelings: happy (relief). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings look like and how they may sound. Use the Makaton or British Sign Language (BSL).
- **I See I Hear** Show the **'Body Language Image'** for happy **(see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- **I Feel** Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy and relieved.
- **I Understand** Bharata and the people of the city were happy that Rama and Sita had returned.
- **I Understand** Being 'relieved' means that something that the people were worried about didn't happen, or something that you thought was not going well, ends up going well. Bharata and the people of the city were relieved that Rama and Sita had returned safely.

12.5 I Understand

- Recount the story of Rama and Sita.
- Well, that story had everything and there were so many different feelings throughout the story. Ask the children to hide their faces behind their hands.
- Read out each of the following statements and after 3, ask the children to reveal the feelings on their faces. They could reveal their faces to a friend or to everyone in the group. Show the appropriate **'Facial Expression Images' (see 'Facial Expression Descriptions')**.
    - Love – Rama's love for Sita. Rama's love for his dad.
    - Shame – Bharata was ashamed of what his mother had done in asking that Rama and Sita be sent away, and Rama may have been a bit ashamed he left Sita when he went hunting.
    - Anger – Bharata towards his mother and Rama towards Ravana when Sita was kidnapped.
    - Surprise – Sita was surprised that the old beggar turned into Ravana. Rama was surprised that Sita was gone when he returned from hunting.
    - Sad – The king was sad when his wife asked him to send Rama and Sita away. Bharata, Rama and Sita would also have been sad. Rama would have been sad when he'd realised Sita had been kidnapped.
    - Fear – Sita was scared when she saw Ravana, the 10 headed king of the demons.
    - Happy – Bharata and the people of the city were happy to see Rama and Sita return safe and sound.



13. Advent – Mary, Joseph (and the others)



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 and show a picture of a Christmas nativity scene.

Many children around the world will be practising and preparing to perform their nativity plays before proud parents, family and school friends. What is a nativity play? It is a play that retells the events surrounding the birth of Jesus. Jesus is a person that is special to Christians all over the world. Can anyone tell me some of the characters that will be needed in a school nativity?

- Jesus (often a baby doll)
- Mary
- Joseph
- Angels
- Shepherds
- Sheep
- Wise men
- Inn Keeper
- Other animals

School nativities are just one of the traditions that take place during the season of Advent. What other traditions take place during Advent? Advent calendars, sending Christmas cards, decorating houses, carol singing. Does anyone know when Advent starts? The word 'Advent' means waiting for and getting something important and it starts on the fourth Sunday before Christmas. The length of Advent changes each year. Sometimes it can be as short as 22 days and sometimes it can be as long as 28 days and yes you can buy Advent Calendars that have 28 windows on them.

A famous Saint called Francis of Assisi is possibly the first person to create a 'real' nativity scene over 750 years ago. He set up an animal feeding trough, also called a manger, in a cave in the Italian village of Greccio. He also used two live animals, an ox and a male donkey. He then invited villagers to come and look at the scene while he told them the story of Jesus being born in Bethlehem.

Advent begins with Mary and Joseph being told by an angel that Mary was going to have a baby and that they were to call him Jesus. Mary was at home in

the town of Galilee. She was engaged to be married to Joseph. While she was on her own an angel called Gabriel appeared to her. Mary was surprised and scared. "Mary" the angel said, "Do not be afraid". He told her that God had given her a special task and that God would look after her. He said that she was going to have a baby. The baby was going to be a special baby and that she and Joseph were to give him the name Jesus. The angel also told Mary that her elder cousin, Elisabeth, was also going to have a special baby. Mary believed everything that the angel Gabriel had said. Mary went to visit her cousin Elisabeth and stayed with her until she had had her baby. Then she returned home.

Meanwhile back in Nazareth, an angel visited Joseph in a dream. Joseph had been worrying about Mary and the baby; he was ashamed of what people might say about her. In the dream, the angel told Joseph to marry Mary. The angel told Joseph that Mary's baby was God's own son. The angel told Joseph to call the baby Jesus. Joseph did as the angel had said, and he married Mary. Just before the time Mary was supposed to give birth to baby Jesus, they had to travel the long distance from Nazareth to Bethlehem (probably a ten to twenty day journey) … but that's another story. In our Nativity plays at school, the children playing Mary and Joseph will do most of the 'acting', but all the characters are important. Without a donkey, Mary would have to walk from Nazareth to Bethlehem. She was pregnant and it's a long way from Nazareth to Bethlehem (probably a ten to twenty day journey). Without the angels, Mary and Joseph would both be quite surprised at the arrival of a new baby and who would have told the shepherds. Without an inn keeper Mary and Joseph would spend the night wandering around Bethlehem until Jesus was born outside. All the parts of a nativity play are important.

Joseph is obviously a very important character in a nativity play. Being Jesus' earthly father, you would probably expect that he would be mentioned a lot in the Bible. But Joseph is only mentioned a handful of times. Joseph is included in the events of Jesus' birth and a couple of times when Jesus was a boy. We have just heard about the first time Joseph is mentioned in the Bible and it's a scene that is in most nativity plays.

According to the Bible, Joseph played a very important part in Jesus' early life. After the first dream, Joseph made the decision to stay with Mary and look after God's son. A second dream allowed Joseph to save the life of Jesus, travelling to Egypt to protect him from jealous King Herod. Joseph is a very important part of Jesus' early life, without him, the Bible suggests that Jesus wouldn't have survived to see his third birthday.

Have you ever felt left out or not important? Joseph is one of the most important parts in a Nativity and he is very important in the Bible's description of Jesus' early life. But Joseph isn't mentioned again. Like Joseph, we can sometimes feel like we are an important person in school, people listen to what we have to say and they want to be around us. Other times we may feel like we are not that important, our friends ignore us and no one listens to what we have to say. Like Joseph, most of us will go through times when we feel like we are the centre of attention and we will also go through times when we feel like we are being completely ignored. Like Joseph, you are very important! You have a part to play in



the life of this school! Some days it will be a leading part, other days it will feel like the opposite, but we all, children and adults, play roles that are very important in the life of this school.

Reflection

Let us be thankful for all the people in our school. We are grateful for the roles that they play in our lives and the lives of others. We think about the times when we feel important and know how it feels when we don't feel important. May we be reminded that we all go through these times and may we appreciate the times when we feel important and know what to do when we don't feel appreciated. Let us all make everyone feel appreciated as we all play our part in this community.

Summary of Mary's Story

1) Mary was at home when the Angel Gabriel appeared to her. Mary was very shocked and surprised. 2) Mary must have been scared because Gabriel told her not to be afraid. 3) He said that God had given her a special task, to be the mother of God's own son and that she was to call him Jesus. 4) He said that her cousin, Elisabeth, was also going to have special baby. 5) Mary believed everything that the angel Gabriel had said. She was happy that God had chosen her. 5) Mary went to stay with Elisabeth until Elisabeth's baby was born.

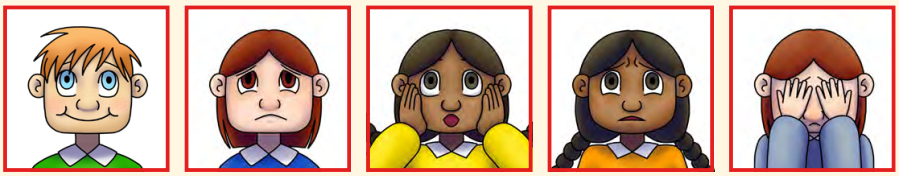
Summary of Joseph's Story

1) Joseph was sad and he was worrying about what people were going to say about Mary when they found out she was going to have a baby, he felt ashamed. 2) An angel visited Joseph and told him not to worry and that he should marry Mary. 3) The angel told Joseph that they baby was God's own son and that he and Mary should give him the name Jesus. 4) Just before she was going to give birth, Joseph and Mary had to travel the long distance from Nazareth to Bethlehem.



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

Focus – Happy, Sad, Surprise (shock), Fear (worry/nervous/scared) and Shame



Subsidiary Focus – Included and Ignored

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

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

** Included in the Teacher's Guide.*

13.1 I See, I Hear

- Read the assembly 'Advent'. Emphasise the feelings: happy, sad, surprise (shock), fear (worry/nervous/scared) 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.

13.2a I See, I Hear

- Recount the story of Mary and Joseph, possibly by asking the children to tell you what they can remember. For each part of the story pause and over emphasise the feelings.
- Show the **'Body Language Images'** for happy, sad, scared, ashamed or surprised **(see 'Body Language Descriptions').** Children copy and practise showing the feelings with their bodies.

13.2b I See, I Hear – I Feel

- Recount the story of Mary and Joseph, possibly by asking the children to tell you what they can remember. For each part of the story pause and over emphasise the feelings.
- Show the **'Body Language Images** for happy, sad, scared, ashamed or surprised **(see 'Body Language Descriptions').** Children copy and practise showing the feelings with their bodies.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad, scared, ashamed or surprised.
- Using a balloon demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. Blow up the balloon a little to demonstrate the small feelings and blow up the balloon a lot to demonstrate the big feelings. *E.g. We may feel that being scared is a more intense fearful feeling and worried is a less intense fearful feeling – Joseph was worried*



about what others thought about him, but Mary was scared when the angel appeared in her house. Mary and Joseph may have been nervous about travelling down to Bethlehem – a feeling bigger than worry but smaller than scared.

- Using happiness, blow up a balloon a little and have a little smile, blow up the balloon a lot and have a bigger smile. Do the same for sad, fear, surprise and shame? How might this look in our body language?

13.3a I Feel

- Repeat the activities from day 13.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you are happy, sad, shocked and surprised, worried, nervous or scared.
- Using a balloon demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. Blow up the balloon a little to demonstrate the small feelings and blow up the balloon a lot to demonstrate the big feelings. *E.g. We may feel that being scared is a more intense fearful feeling and worried is a less intense fearful feeling – Joseph was worried about what others thought about him, but Mary was scared when the angel appeared in her house. Mary and Joseph may have been nervous about travelling down to Bethlehem – a feeling bigger than worry but smaller than scared.*
- Using happiness, blow up a balloon a little and have a little smile, blow up the balloon a lot and have a bigger smile. Do the same for sad, fear, surprise and shame? How might this look in our body language?

13.3b I Understand

- What can the children remember about the story of Mary and Joseph. Recount the story. Highlight the appropriate feeling to the appropriate part of the story.
- Show the **'Facial Expression Images'** for happy, sad and fear **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings on their faces.
- Place the images around the room. Read out the following statements and children 'walk' to the appropriate facial expression as a group (including adults). 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. Statements can be repeated.
  - Mary was at home when the Angel Gabriel appeared to her. Mary was very shocked and surprised.
  - Mary must have been scared because Gabriel told her not to be afraid.
  - Mary believed everything that the angel Gabriel had said. She was happy that God had chosen her.
  - Mary was happy to stay with Elisabeth until Elisabeth's baby was born.
  - Before the angel visited Joseph, he was sad that Mary was going to have a baby.
  - Joseph was worried (fear) about what people were going to say.
  - Joseph felt ashamed because he thought people would say bad things about Mary and the baby.
  - An angel visited Joseph and told him not to worry (fear) and that he should marry Mary.
  - Mary and Joseph were nervous (fear) about the long trip to Bethlehem because she was expecting the baby very soon.
  - *Include your own statements.*



13.4a I Understand

- What can the children remember about the story of Mary and Joseph. Recount the story. Highlight the appropriate feeling to the appropriate part of the story.
- Show the **'Facial Expression Images'** for happy, sad and fear **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings on their faces.
- Place the images around the room. Read out the following statements and children 'walk' to the appropriate facial expression as a group (including adults). 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. Statements can be repeated.
  - Mary was at home when the Angel Gabriel appeared to her. Mary was very shocked and surprised.
  - Mary must have been scared because Gabriel told her not to be afraid.
  - Mary believed everything that the angel Gabriel had said. She was happy that God had chosen her.
  - Mary was happy to stay with Elisabeth until Elisabeth's baby was born.
  - Before the angel visited Joseph, he was sad that Mary was going to have a baby.
  - Joseph was worried (scared) about what people were going to say.
  - Joseph felt ashamed because he thought people would say bad things about Mary and the baby.
  - An angel visited Joseph and told him not to worry (scared) and that he should marry Mary.
  - Mary and Joseph were nervous (scared) about the long trip to Bethlehem because she was expecting the baby very soon.
  - *Include your own statements.*

13.4b I Understand – I Can

- Have you ever felt left out or not important? Joseph is one of the most important parts in a Nativity and he is very important in the Bible's description of Jesus' early life. But Joseph isn't mentioned again. Like Joseph, we can sometimes feel like we are an important person in school, people listen to what we have to say and they want to be around us. Other times we may feel like we are not that important, our friends ignore us and no one listens to what we have to say. Like Joseph, most of us will go through times when we feel like we are the centre of attention, and we will also go through times when we feel like we are being completely ignored. Like Joseph, you are very important! You have a part to play in the life of this school! Some days it will be a leading part, other days it will feel like the opposite, but we all, children and adults, play roles that are very important in the life of this school.
- Spend time discussing the following questions: Use the All Faces
  - How do you feel when you have been ignored?
  - How do you feel when you are the centre of attention?
  - Do you think everyone goes through times like these?
  - Is there anything we can do about it?

13.5a I Understand

- Repeat the activities from 13.4a

13.5b I Understand – I Can

- Repeat the activities from 13.4b.
- Thinking about how it feels when we have been ignored can help us to think how other people feel if they are ignored.
  - Can we ignore others without realising it?
  - Do we sometimes try to make other people feel unimportant? Why?
  - What would happen to a community if everyone feels ignored? Is it a community?
  - How can we show others that they are important?



14. Hanukkah



Preparation

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

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.

Today we are going to be thinking about a story that took place a long, long time ago that is still remembered and celebrated today. People all over the world remember lots of things that have happened in the past and celebrate them by retelling stories, eating special foods, giving gifts and many other special activities. I'm going to give you some clues to an event that happened in the past that is celebrated today. You need to guess what the event is. Wait until I've given all the clues and then I will ask a volunteer for their answer. What do you think I'm describing? 1) I get cards. 2) I receive presents. 3) I have a party. 4) I have a special cake with a certain number of candles on it. 5) People sing me a special song 'happy birthday'. Did any of you guess what the special event is? My birthday is a special occasion when I remember the day I was born. All people, cultures and religions have special occasions in the year. We are going to explore one this week that is celebrated by Jews called Hanukkah. People who follow the religion of Judaism are called Jews.

The story of Judah the Maccabees

Show the image of a seven-branch menorah. Does anyone know what this image is? It is a menorah; it is a special lamp. Many years ago, in the land of Israel, a lamp like this one was kept in a special Jewish building called the Temple. The lamps on the top of each of the seven branches would have used oil rather than candles. Jews believe that God commanded them to keep the light burning in the temple all the time, twenty-four hours a day, seven days a week to represent God being with them. It was the priests' responsibility to ensure the light never went out.

Today we are going to listen to a story about Judah Maccabee and his brothers whose story is still remembered today and celebrated with a festival called Hanukkah.

Hello, my name is Judah, my friends call me 'Maccabees' (pronounced Mack-a-bees). My family and I used to live in Jerusalem in the country of Israel until a wicked Syrian king invaded, he wanted to rule over our country as well as his own. His name is Antiochus

(pronounced An-tee-oc-us), he wanted to stop us from worshiping our God and stop obeying our special laws. He commanded the Jewish people to worship his Greek gods. He even made a big statue of himself and told us to worship it. Antiochus banned us from reading our holy book, the Torah, or celebrating any of our Jewish festivals. If anyone broke his rules they were punished or even killed. It was a very scary time. Antiochus ruined the Temple in Jerusalem, putting out the light from the Menorah. He wanted us to feel that God had left us and wasn't going to help up. Many people in Jerusalem were sad. They began feeling lost saying that everything was hopeless, but my family were angry.

My family and I left Jerusalem and went to the town of Modein, we tried to get away from king Antiochus. It wasn't long before king Antiochus's officials came to Modein forcing the Jews to obey the king's rules. My father, Mattathias, a priest and well-respected man in the community decided to fight back. We hid in caves in the hills around Modein and planned what we were going to do next. We began fighting back, attacking the king's followers in the nearby towns and villages. We were very successful. Each small victory gave us hope and made us feel a bit happier. We knew the caves and hills so well that when the soldiers chased us, we could easily slip away and hide from them.

More and more Jews kept joining our small army filling us with more hope and making us happier. Soon we had grown large enough to be able to defeat the king's army and take back Jerusalem. We attacked and won a great battle. We entered the city of Jerusalem and headed straight for the temple. Sadly, Antiochus had taken away the things from the temple that we Jews used to worship God. They had been replaced with things used for the worship of Greek gods. We quickly removed them and returned the temple to the way it used to be. We had enough oil to light the temple menorah for one day, it was going to take eight days for us to get more oil. We decided to light the menorah anyway as a sign that God had returned to Jerusalem and was with us.

One day passed and the menorah stayed alight and we were surprised that after two days the light continued to shine. Three days, four days, five days the light never went out, we were shocked. Amazingly, the flame continued for the sixth and seventh day. By the eighth day we had enough oil to make sure the temple menorah continued to shine on and on and on. The hope that we had during those dark days were reflected in the hope that the light could continue as we rebuilt the temple.

Judah only had enough oil for the temple menorah to stay alight for one day, but the flame stayed alight for eight days. The temple menorah was a sign that God was in the temple, looking after the Jewish people. The miracle was a reminder that God had returned to Jerusalem even after bad things had happened. The festival of Hanukhah is a popular Jewish festival that remembers Judah Maccabee and the miracle at the temple.

Show the image of a Hanukkah menorah. Can anyone spot the difference between this menorah and the other one? This one has nine branches, two more than the temple menorah which has seven. The Hanukkah menorah (or Hanukkiah) has nine branches. Eight branches are a reminder



of the eight days the lamp stayed alight and a ninth represents God keeping the lamp lit. The Hanukkah Menorah is used during the festival and it reminds many Jews of the miracle of Hanukkah. It is also a story that reminds us that it is important to keep hoping, hoping that good times will happen even when we are going through the darkest of times.

Reflection

We are thankful for festivals and important occasions that remind us of diversity and the importance of our community. I hope that we all can come to understand and respect many of the traditions and festivals that are practised around our world. May our understanding and knowledge build closer and stronger communities.

Summary of Hanukkah

1) Judah and his family were living happily in Jerusalem. 2) A king called Antiochus invaded Jerusalem and stopped Judah and his family from worshiping God. Lots of people were scared. 3) Antiochus commanded that everybody worshipped his gods and even a big statue of himself. Antiochus also ruined the Temple in Jerusalem, putting out the light from the Menorah. Many people were sad and hopeless. This made Judah and his family angry. 4) Judah's family left Jerusalem and went to the town of Modein, but Antiochus's officials came to Modein forcing the Jews to obey the king's rules. 5) Judah's father, Mattathias who used to be a priest in the Temple, decided to fight back. 6) People started to join Judah's fight and they had an army large enough to be able to defeat the king's army and take back Jerusalem. The victory made the Jewish people happy. 7) They went to the temple and returned it to the way it used to be. 8) They only had enough oil to light the temple menorah for one day and it was going to take eight days to get more oil. They decided to light the menorah anyway as a sign that God had returned to Jerusalem and was with us. 9) Surprisingly, eight days passed and God kept the light burning.



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

Focus – Fear, Sad (hopeless), Anger, Happy (hope) and Surprise



Subsidiary Focus – Hope and Hopeless

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

- Printed **Facial Expression Images*** for fear, sad, anger, happy and surprise – See **Facial Expression Descriptions***
- Printed **Body Language Images*** for fear, sad, anger, happy and surprise – See **Body Language Descriptions***
- **I Feel Descriptions***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

14.1 I See, I Hear

- Read the assembly 'Hanukkah'. Emphasise the feelings: scared, sad (hopeless), anger, happy (hope) and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

14.2 I See, I Hear

- Recount the story of Hannukah, possibly by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings. Show the **'Body Language Images'** for scared, sad (hopeless), anger, happy (hope) and surprise **(see 'Body Language Descriptions').** Children copy and practise showing the feelings with their bodies.

14.3 I Feel

- Repeat the activities from day 14.2.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel scared, sad and hopeless, angry, happy and hopeful and surprised.



- Using a balloon demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. Blow up the balloon a little to demonstrate the small feelings and blow up the balloon a lot to demonstrate the big feelings. Compare the different feelings in the story using the balloon.
    - *The people may have been very sacred when Antiochus invaded (big balloon).*
    - *Judah and his followers were very angry that they couldn't worship at their temple (big balloon).*
    - *Hopelessness may feel like a completely deflated balloon. When feeling hopeless the people may have felt heavy inside, miserable, lost* (see 'I Feel Descriptions'). *Strangely, it is a big feeling because you feel a lot of it (big balloon) even though you may feel deflated.*
    - *Judah was surprised on the second day when the light was still burning, he must have been more surprised and shocked on days 3,4 and 5 etc… Blow up the balloon a bit bigger for each day to show that Judah was even more surprised.*

14.4 I Understand

- What can the children remember about the story of Hannukah. Recount the story. Link the appropriate feeling to the appropriate part of the story.
- Show the **'Facial Expression Images'** for scared, sad, angry, happy and surprise **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings on their faces.
- Place the images around the room. Read out the following statements and children 'walk' to the appropriate facial expression as a group (including adults). 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. Statements can be mixed up and repeated.
    - Judah and his family were living happily in Jerusalem.
    - A king called Antiochus invaded Jerusalem and stopped Judah and his family from worshiping God. Lots of people were scared.
    - Antiochus created a big statue of himself, ruined the Temple and put out the light from the Menorah. Many people were sad and felt hopeless. They felt hopeless because they felt they couldn't do anything about it.
    - Judah's family moved to another town, but Antiochus moved there too and stopped the people from worshipping God. This made Judah and his family angry. Judah's father, Mattathias who used to be a priest in the Temple, decided to fight back.
    - Soon Judah's army had grown large enough to be able to defeat the king's army and take back Jerusalem. This made Judah happy and gave the people hope.
    - They went to the temple and returned it to the way it used to be. The people were happier.
    - Sadly, they only had enough oil to light the temple menorah for one day and it was going to take eight days to get more oil. They decided to light the menorah anyway as a sign that God had returned to Jerusalem and was with us.

Surprisingly, eight days passed and God kept the light burning. *Include your own statements.*

14.5 I Feel

- Repeat the activities from 13.3.
- If possible, use a battery powered candle for this illustration. Hanukkah, Christmas and Diwali have all been called festivals of light. They are all festivals that are celebrated in the darker winter months. The festivals can often be a reminder that the light of spring and summer is on its way. Hope and hopelessness are both feelings we can have when times are dark and we think things are not going well. Sometimes we can feel sad and lose hope as we think that our problems will never go away. But even when we have problems, we can feel hopeful and think about the future when things have got better.
- Imagine you are a candle. Feeling sad and hopelessness is like a candle that has gone out, you might feel like nothing will change. Feeling hopeful is like a lit candle in the middle of your problems. It is like a reminder that things will get better.



15. Christmas Chaos



Ask 9 volunteers to each hold one character from the Nativity. Read the Nativity account and when each volunteer hears their character being read out, they hold the image of their character above their heads, facing the audience who then make the specific noises or sing the specific songs (see list below).

Today we are going to think about the first Christmas. The Nativity is a traditional telling of the first Christmas taken from two books in the Bible and I want you all to help me retell it. I need nine volunteers; each volunteer will hold a piece of paper with a character from the Nativity. I am going to retell an account of the first Christmas and when I say each character, the volunteer will hold their piece of paper high in the air and we will all need to say or sing the following… (practice with each character)

Ox: Moo

Donkey: Eeee-ooooor

Sheep or Lamb: Baa

Inn Keeper: No room at the inn

Baby or Jesus: Silent night

Angel: Hark the Herald Angels Sing

Kings/Wise men: We three kings

Shepherds: While Shepherds watched

Star: Twinkle, Twinkle little star

Once there was an **Ox**. The **Ox** lived in a stable in the town of Bethlehem in Israel. The **Ox** was an orderly **Ox** who liked a clean and tidy stable. **Ox** belonged to the **Inn Keeper** and his family.

One evening, the **Inn Keeper** appeared at the door of the stable with a man and a woman and a **Donkey**. The **Inn Keeper** told the man and the woman that he was sorry that he had no room in his inn, but that the stable was dry and a safe place for the woman to have her **Baby**. The **Donkey** went over to the **Ox** and **Donkey** told **Ox** about how Joseph had led them as **Donkey** had carried Mary all the way from a place called Nazareth to Bethlehem. **Donkey** was tired, so **Ox** showed **Donkey** to the manger filled with the finest hay and then to a bed of the finest straw.

It wasn't long before Mary had given birth to **baby Jesus**. Mary wrapped him in a blanket and placed him in a Manger. **Ox** wasn't pleased that Mary had placed **baby Jesus** in his feeding trough. The noise and commotion woke tired **Donkey**.

Not long after, **Shepherds** with a **Lamb** appeared at the stable door. They told Mary and Joseph about how they were in the fields watching over their **Sheep** when an **Angel** appeared to them. The **Angel** said that a **baby** was to be born in a stable in Bethlehem and that he was going to be the most important **baby** ever. The **Shepherds** had to come and see this **baby**, wrapped in a blanket and laying in a manger. The **Shepherds** knelt before the manger and stared at **baby Jesus**. **Donkey** told **Ox** that

the **Angel** reminded **Donkey** of a time when another **Angel** met with Mary to tell her that she was going to give birth to a **baby** and that she was to give him the name **Jesus**. The **Angel** said that **Jesus** was going to grow up to be a very special person.

Through the window, **Ox** could see a bright **Star** moving across the night sky. **Ox** told **Donkey** and the **Lamb** about the moving **Star**. They all agreed, that is the **Ox**, **Donkey** and **Lamb**, it was unusual to see such a bright **Star**. The **Star** stopped above the stable. The **Ox**, the **Donkey** and the **Lamb** could just make out the shape of camels and what they could only describe as **Kings** dressed in fine clothes from the East. The **Ox**, **Donkey** and the **Lamb** were surprised to see these **Wise men** getting down from their camels and heading for the stable. The **Wise men** entered the stable carrying three gifts that they laid beside the manger.

Ox thought it had been an eventful evening. The **Inn Keeper** had shown Mary, Joseph and the **Donkey** to the stable. **Baby Jesus** was born in a manger. **Angels** had told the **Shepherds** that **Jesus** was going to be born in a stable in Bethlehem and they visited baby Jesus bringing a **Lamb**. **Wise men** followed a **Star** from the east, bringing their gifts which they presented to **baby Jesus**.

Well, that was a noisy retelling of the Nativity. The Bible describes the account of Jesus' birth in two books called Matthew and Luke. Matthew describes the wise men coming from the east and following a star, Matthew doesn't say how many wise men there were and some people think that the wise men visited Jesus when he was around four or five years old. The book of Luke explains that there was no room in the inn and it describes Jesus being laid in a manger, or animal food trough but doesn't include a stable. I wonder if the events of the first Christmas were as noisy and confusing as the story we heard today.

We celebrate many special occasions throughout a year – birthdays, festivals like Christmas, anniversaries, national events like Bonfire night. Many of these celebrations are noisy and busy events (just ask your parents/guardians). Many of the events they remember were probably noisy and busy as well. Many celebrations are a feast for senses. Can any one name the five senses? We can often lose sight of the original events in the celebration. Today's retelling of the Nativity is a reminder that for any special occasion, we can have fun and remember the original events.

Reflection

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



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

Focus – Christmas

In the thoughts for this week we are going to be thinking about how the Nativity may have been experienced by Mary and Joseph's five senses. Encourage the children to discuss the account of the Nativity and the practices that take place during Christmas and think about how each of the senses would have been affected. Each day will focus on a different sense.

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

Download and print images. Click to download images. (Images can also be downloaded from the calendar feature – www.feelgoodassemblies.com)

15.1 Christmas Chaos

- Read the assembly 'Christmas Chaos'.
- Use the reflection to finish each daily session.

15.2 Seeing Christmas

- Can anyone remember the name of the religious festival that we thought about yesterday. We celebrate many special occasions throughout a year - birthdays, festivals like Christmas, anniversaries and national events like Bonfire night. Many of these celebrations are noisy and busy events. Many of the events they remember were probably noisy and busy as well. Many celebrations are a feast for senses. Can anyone name the five senses? We can often lose sight of the original events in the celebration. Today we are going to focus on the sense of sight. What do we use to see with?
- Close your eyes and imagine what you might see as I read the following poem.

During the Nativity I saw a sight,
Of angels and stars all big and bright.
To kings and shepherds, they came and went
And led them to this historic event.

I saw not a castle, nor an inn,
But a stable and a manger, with a baby therein.
I saw Mary and Joseph, loving the child,
Ox and lambs, all meek and mild.

- What things would Mary and Joseph have seen during the events of the first Christmas?
- What things will we see during this Christmas?

15.3 Hearing Christmas

Today we are going to focus on the sense of hearing. What do we use to hear with? Close your eyes and use your ears to listen to the following poem. Imagine what you might be able hear.

During the Nativity I heard the sound,
Of oxen lowing and lambs a bleating all around,
The donkeys a braying and their hooves in the hay,
A baby in a manger as it began to sway.

Under the light of a very bright star
Angels sang songs, heard from afar.
Mary and Joseph prayed prayers of thanksgiving
For gurgling baby Jesus, a new life was beginning.

- What sounds would Mary and Joseph have heard during the events of the first Christmas?
- What things will we hear during this Christmas?



15.4 Hearing Christmas

- Today we are going to focus on the sense of smell. What do we use to smell with? Close your eyes and imagine what you can smell as I read a poem.

  During the Nativity my nose took delight,
  In smelling the fragrance of myrrh in the night.
  A pleasing aroma came from the fresh hay,
  But the ox and the donkey drove some of it away.

  I sensed an odour of sheep in the air,
  Feeding their lambs, a milky affair.
  The frankincense smelt warm and spicy,
  With fragrance of pine, lemons – and pricey.

- What smells would Mary and Joseph have smelt during the events of the first Christmas?
- Myrrh has a smoky, woody, spicey smell. What would the ox and donkey have smelt like?
- What things will we smell during this Christmas?

15.5 Touching and Tasting Christmas

- Today we are going to focus on the sense of touch and taste. What do we use to touch with? What do we taste with? Close your eyes and imagine what you can touch as I read a poem.

  During the Nativity I felt the straw,
  And the fluffy lambs, sitting on the cold floor.
  The donkey's fur was very rough,
  While the oxen's hide was very tough.

  The skin of the baby was soft and silky,
  The swaddling clothes all soft, not prickly.
  As I gazed on, I began to embrace
  The sounds, sights and smells, touch and taste.

- What tastes and textures would Mary and Joseph have experienced during the events of the first Christmas?
- What things will we touch and taste during this Christmas?



16. Choose to be Happy – Asha and Mandisa



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

Before the holiday you may have heard the phrase 'Have a merry Christmas and a happy New Year'. It will have been written in Christmas cards and said millions of times throughout December. The word 'merry' means happy, enjoyment and cheerful. Christmas is often thought of as a happy time of year, one in which people take time to celebrate what is important. The phrase 'Merry Christmas and a Happy New Year' tries to help us take that joy into the new year, but I wonder how quickly it is forgotten.

Asha and Mandisa

Asha and Mandisa are identical twins. They are the same height. They have the same colour hair that they wear in the same way. Their eyes and their noses are in exactly the same place on their faces and their ears are exactly the same size pierced in exactly the same places. They have the same size feet and they grow their nails to exactly the same length and paint them in the same colour nail varnish. They like to wear the same clothes.

When you look at them it is almost impossible to know which one is Asha and which one is Mandisa, that is until they speak. It's not because they sound different, if they read a sentence from the same book it is very difficult to tell them apart. It was more to do with what they say.

Asha is a happy girl. She is always ready to take on new challenges. Asha is the first to meet and greet new people in school. She is happy to help in every way she can, often giving up what she is doing to make sure others are happy. Asha is happy being happy.

Mandisa is, well, not so happy. She worries about everything and it makes her sad. She isn't really sad, she's just sort of, not happy. She's not happy about homework, not happy about meeting new people and attempting new tasks. Mandisa sees everything as a difficulty that may or may not be overcome. Mandisa would like to help other people, but she worries that she might not be able to do it properly. She even worries that she's not being happy. Worry doubles troubles and happiness helps us overcome.

I like the idea of good things happening to me to make me happy, but that means I will only be happy if the things that happen to me make me happy. If I choose to be happy no matter what happens to me then I am more likely to be happy. Can you be happy even if things are not

going the way you want them to? Can you enjoy homework? Can you enjoy the bad weather?

A lady called Hellen Keller once said "Resolve [or choose] to be happy, and your joy and you shall [create a strong shield] against difficulties" *(resolve to keep happy, and your joy and you shall form an invincible host against difficulties)*. She was saying that being happy can help you to stay happy even when things happen to you that would normally make you sad. Helen was left blind and deaf after an illness when she was a baby. Imagine not being able to see anything or hear anything. At the age of six, Helen met a man called Alexander Graham Bell (the guy who invented the telephone) and a lady called Anne Sullivan both of whom helped Helen learn to read and write. At first (at the age of six) Helen didn't realise that different objects were called different things. Anne began to teach Helen the name of different objects by spelling out words on the palm of Helen's hands. Helen soon began to read sentences by feeling raised words on cardboard. Helen began arranging words to make her own sentences. She also learned to lip read by placing her hands on the lips and throat of the person who was talking. Helen learned how to talk and she even went on to University even though many people said that she would not be able to because she was deaf and blind. Helen was the first blind and deaf woman in the United States to have been educated to such a high level. She began writing magazine articles about what it was like to be blind and deaf. Helen improved the lives of deaf and blind people across the USA. Helen had lots of reasons not to have a happy new year – but she decided to be happy anyway. Worry and sadness can make things seem worse than they are, but choosing to be happy can protect us and make things feel much better. Happiness can actually help us when bad times try to make us feel sad.

Reflection

We are thankful for good times, for those times in our lives when everything seems to be going right. But we know that those times don't always last. At the beginning of this new year may we realise that we are an important part of our own happiness. Let us be reminded to be content with many of the things that go on around us. May we choose to make this year a happy New Year.

"When people are happy, they smile, but when they are sad, they look depressed." The Bible: Proverbs 15:13 GNT.

"A happy heart makes the face cheerful, but heartache crushes the spirit." The Bible: Proverbs 15:13 NIV.

"Resolve [or choose] to be happy, and your joy and you shall [create a strong shield] against difficulties." Helen Keller.

Summary of the Asha and Mandisa's story

1) Asha and Mandisa are identical twins, they look the same in almost every way. 2) When they talk they even sound the same. 3) There is one main difference. Asha is a happy girl, she is happy being happy but Mandisa isn't, she always seems sad. 4) Asha seems to be happy no matter what happens to her. Mandisa is the opposite, she worries about everything and it makes her sad, not really, really sad, she's just 'not happy'.



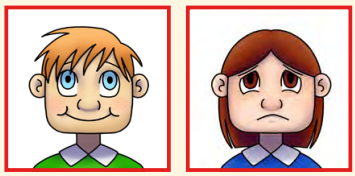
Summary of the Hellen Keller's story

1) Helen was left blind and deaf after an illness when she was a baby. 2) Helen met a man called Alexander Graham Bell (the guy who invented the telephone) and a lady called Anne Sullivan both of whom helped Helen learn to read and write. 3) At first (at the age of six) Helen didn't realise that different objects were called different things. Anne began to teach Helen the name of different objects by spelling out words on the palm of Helen's hands. 4) Helen learned to lip read by placing her hands on the lips and throat of the person who was talking. 5) Helen learned how to talk and she even went on to University even though many people said that she would not be able to because she was deaf and blind. 6) Helen is famous for saying "Resolve [or choose] to be happy, and your joy and you shall [create a strong shield] against difficulties" *(resolve to keep happy, and your joy and you shall form an invincible host against difficulties)*.



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

Feeling Focus – Happy and Sad (worry)



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

- Printed **Facial Expression Images*** for happy and sad – See **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy and sad – See **Body Language Descriptions***
- **I Feel Descriptions***
- 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 'Choose to be happy' or the story 'Asha and Mandisa' emphasise the feelings happy and sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

16.2 I See, I Hear

- Recount the main parts of the story 'Asha and Mandisa' emphasising the feelings happy and sad.
- (Identify the children who are beginning to (or know how to) recognise the facial expressions and body language for each feeling,)
- For each part of this week's story act out the feelings and show the **'Facial Expression Images'**. For each, describe the facial expression **(see 'Facial Expression Descriptions')**. Children copy and practise showing the feelings with their faces.
- For each part of the story pause and over emphasise the feelings and show the **'Body Language Images' (see 'Body Language Descriptions').** Children copy and practise showing the feelings with their bodies.

16.3a I Feel

- Repeat activities from 16.2.
- Use the **'I Feel Descriptions'** to describe the feelings happy and sad (worry).

16.3b I Feel

- Repeat activities from 16.2**.**
- Use the **'I Feel Descriptions'** to describe the feelings happy and sad (worry).
- What words do you think we could use for Mandisa to explain how she is feeling? Thumbs up for agree, thumbs down for disagree.
- Is she unhappy?
- Is she heartbroken?
- Is she grieving?
- Is she down in the dumps?
- Is she sorry?
- Is she miserable?
- Etc…

16.4a I Understand

- Using a puppet, pretend to be Asha. Asha is happy about everything. Happy to take on new challenges. Happy to meet and greet new people in school. Happy to help in every way she can, often giving up what she is doing to make sure others are happy. Asha is happy being happy.
- Using the same puppet, pretend to be Mandisa. Mandisa isn't happy. She isn't happy about everything. She's not happy about homework, not happy about meeting new people and attempting new tasks. Mandisa sees everything as a difficulty that may or may not be overcome. Mandisa would like to help other people, but she worries that she might not be able to do it properly. Worry doubles troubles and happiness helps us overcome.
- Ask the children to tell you the difference between Asha an Mandisa.

16.4b I Understand

- Recount the story of Helen Keller.
- Do you think Helen had a reason not to be happy?
- In pairs children discuss reasons Helen could have been sad.
- o Deaf, blind, didn't start learning about words until she was 6, wouldn't enjoy colours, couldn't enjoy music etc…
- In pairs children discuss Helen could have been happy.
    - Her family, meeting Anne and Alexander Graham Bell, her sense of smell, touch and taste etc…

16.5 I Can

- Repeat the activities from 16.4.
- Worry and sadness can make things seem worse than they are, but choosing to be happy can protect us and make things feel much better. Happiness can actually help us when bad times try to make us feel sad.
- What things could we do when we feel sad to make us feel happier?
    - Think about things that make us happy.
    - Think about the people we love or like a lot.
    - Think about times have made us happy.
    - Play with friends.
    - Enjoy the outdoors and get some fresh air.
    - What advice could you give Mandisa to make her feel happier?



17. Good is a 'Good' Word – The Ant and the Dove



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.

How many different words can you think of when you think of the word good? How else can you describe something as good? When you want to say something is good you can say it is positive, favourable, desirable, beneficial, fine, great, neat, sterling, rad, bostin, tip top, ace, nice, splendid or simply good. Have you ever thought about how 'good' you are? Can you be good without doing good things? Can a good footballer be bad at playing football? Can a good artist be bad at doing art? Can a good friend act horribly towards their friends and never say sorry? Often being good involves doing good. To be a good footballer you need to be able to play good football, or to be a good artist you need to be able to create good pieces of art (which could include music or drama). To be a good friend, you need to do good things for your friends. What are the good qualities in a friend?

A man called John Wesley believed it was very important to be good. He once said, *""Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."*

There are a couple of very old stories that remind us why is important to do good.

The Ant and the Dove (an Aesop fable)

Once there was a dove watching an ant as it went along its business on the side of a small stream. The ant was happily collecting bits of leaves to take back to the ants' nest when it lost its footing and fell into the stream. The ant was scared. The ant struggled to swim to the side but it couldn't reach the bank. The dove, feeling sorry for the ant, dropped a blade of grass close to the ant. The ant climbed aboard the blade of grass riding it safely to the shore. Both the ant and dove were both very happy and relieved. Not long after the ant saw a man who wanted to catch the bird, it made the ant sad. As the man was making his way into the forest, the ant bit him on the leg. The man jumped in pain. The dove heard the commotion and flew off to safety.

What is the moral of this Aesop's fable? Why did the ant help the dove? Why did the dove help the ant? The moral of the story is that one good action often leads to another. One good deed does often lead to another but what would have happened in the story if the dove only helped those who helped the dove?

The ant wouldn't have been saved and the same ant wouldn't have bit the man on the leg warning the dove of danger. Whilst it is nice that good deeds often lead to another good deed it certainly shouldn't be the reason we do a good deed in the first place. I'm sure the dove and the ant both felt happy after they did something good.

An Old Lady (or young girl) and a Wine Bottle (or juice bottle) (an Aesop fable)

Once there was an old lady (or young girl) who saw a wine bottle (or juice bottle) lying in the road. Hoping to find it full, the old lady (or young girl) went over to take a closer look. The bottle was empty but she picked it up anyway and placed it to her nose. She took a long sniff to smell the fragrance of what used to be in the bottle. 'The wine (or juice) must have been delicious' she thought, 'to leave behind such a nice smelling scent.' The old lady (or young girl) walked off happy. *Disclaimer - Picking up bottles and selling them could be dangerous and dirty.*

What do you think is the moral of this story? This Aesop's fable can teach us something about our good actions. The memory of someone being good lives on even after the good action itself has finished. The good memory can even continue to do good, even after the good deed itself is in the past. Once we have done a good deed, the good it does lives on in the memory of the good deed. A good deed can make someone happy and the memory of that good deed can continue to make someone happy. Imagine you receive a get-well card from a friend when you are not well. It may make you feel 'cared for' when you are not feeling well, but if you keep the card, it may make you feel cared for even after you have got better.

Reflection

"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can." John Wesley (1703-1791).

Summary of The Ant and the Dove

1) Once there was a dove watching an ant. 2) The ant was happily collecting bits of leaves when it fell into the stream. 3) The ant was scared and couldn't reach the bank. 4) The dove, feeling sorry for the ant, dropped a blade of grass close to the ant. 5) Relieved, the ant climbed aboard the blade of grass riding it safely to the shore. 6) Not long after the ant saw a man who wanted to catch the bird, it made the ant sad. 7) As the man was making his way into the forest, the ant bit him on the leg. The man jumped in pain. 8) The dove heard the commotion and flew off to safety.

Summary of the Old Lady (young girl) and the Wine Bottle (or Juice Bottle)

1) Once there was an old lady (or young girl) who saw a wine bottle (or juice bottle). 2) Hoping to find it full, the old lady (or young girl) went over to take a closer look. 3) The bottle was empty but she picked it up anyway and placed it to her nose. 4) She took a long sniff to smell the fragrance of what used to be in the bottle. 5) 'The wine (or juice) must have been delicious' she thought, 'to leave behind such a nice smelling scent.' 6) The old lady (or young girl) walked off happy.



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

Focus – Happy



Subsidiary Focus – Variations of Happy

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

- Printed **Body Language Images*** for happy – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Understanding Descriptions***
- **Variations of Happy***
- **Variations of Happy – Big and Small***
- Small ball (e.g. table tennis ball), middle sized ball (e.g. tennis ball), larger ball (small football).

* *Included in the Teacher's Guide.*

17.1 I See, I Hear

- Whilst presenting the assembly 'Good is a Good Word' emphasise the feelings happy, scared 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.
- Both the stories, the Ant and the Dove and the Old Lady and the Wine bottle have important meanings. The moral of the Ant and the Dove is that one good deed may lead to another. The moral of the Old Lady and the Wine Bottle is that memory of good deeds can last longer that the good deed itself.
- Use the reflection to finish each daily session.

17.2a I See, I Hear

- Recount the main parts of the 'Ant and the Dove' and the 'Old Lady (or Young Girl) and the Wine Bottle (or Juice Bottle)' emphasising the feeling of happy and show the **'Body Language Image'** for happy **(see 'Body Language Descriptions')**.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness. Show the **'Variations of Happy'.** Practise the different ways happiness could be shown on our faces. Don't explain the different variations of feeling happy (unless children ask).

17.2b I See, I Hear

- Recount the main parts of the 'Ant and the Dove' and the 'Old Lady (or Young Girl) and the Wine Bottle (or Juice Bottle)' emphasising the feeling of happy and show the **'Body Language Image'** for happy **(see 'Body Language Descriptions')**.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness. Show the **'Variations of Happy'.** Practise the different ways happiness could be shown on our faces.
- Ask the children to discuss if some types of happy are happier than others?
- Ask the pupils to discuss ordering the **'Variations of Happy'** least happy to most happy.

17.3a I Feel

- Repeat 17.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you are happy.
- Using a small ball (table-tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Show the **'Variations of Happy – Big and Small'.** Demonstrate that happy feelings could feel small (like being contented) or they could feel big (like being excited).
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Ask for volunteers act out the feeling growing and shrinking. Children act out feelings growing and shrinking with or to a partner.

17.3b I Feel

- Repeat 17.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you are happy.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Ask the pupils to think about which **'Variations of Happy'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Ask for volunteers act out the feeling growing and shrinking. Children act feelings growing and shrinking to a partner.

17.4a I Understand

- We all like to feel happy. It can also make us feel happy if we know that we have made other people happy.
- To be a good friend, you need to do good things for your friends. What are the good qualities in a friend?
- Read out some or all of the **'Understanding Happy Descriptions'.** After each one, ask the children to show you a happy face.

17.4b I Understand

- We all like to feel happy. It can also make us feel happy if we know that we have made other people happy.
- To be a good friend, you need to do good things for your friends. What are the good qualities in a friend?
- Read out some or all of the **'Understanding Happy Descriptions'.** After each one, ask the children to show you a happy face.
- Showing the **'Variations of Happy',** can the children describe how happy they would feel using some or all of the **'Understanding Happy Descriptions'?**

17.5 I Can

- There is a useful saying by a man called John Wesley. It is a bit of a mouthful, but it would make a great school motto. *"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."*
- You could act out some of the following and ask the children to copy you, or ask the children to think of ways they could be good, where they could be good, the people they could be good to etc…
- "Do all the good you can." Try your best in everything you do, in playing, painting, learning maths, being a good friend or practicing an instrument.
- "By all the means you can." Use what you have to do your best including your talents, your interests, your belongings and money. For example: sharing, or doing something for charity.
- "In all the ways you can." Being a good friend will require listening, talking sharing, playing, time and effort, you can be good in all these ways.
- "In all the places you can." You can do good everywhere, at school you can be a good learner and a good friend, at home you can be a good son or daughter, brother or sister, dog owner or room tidier.
- "At all the times you can." You can do good whatever the time of day or night (unless you're asleep).
- "To all the people you can." You can do good to everybody, especially those who need it like those that are lonely at school or going through a difficult time.
- "As long as ever you can." Don't give up being good. It takes effort. You'll never finish being good.



18. Right to Education



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 out when your school was built? Who founded the school? Have you moved from an older site? When? Where is/was the old building and when was it built? Do you have a plaque with an opening date? Who opened the school? Who were they? Are you an amalgamation of two other schools? What are their histories? You may want to spend time explaining the history of your school. Include pictures etc. You may want to set a group of pupils the task of researching the school's history and create a presentation with images and photos. Many School Board or LA school Head Teachers kept log books between the 1870's and mid 1800's. Many LA archives hold these records and may allow your school to use them for research purposes.

This morning we are going to think about a really important question. Why do you come to school? *Ask children to think about this question – possibly ask for some answers.* Probably the main reason you come to school is so that you can get a good education. The 24th January is the UN's International Day of Education. Education is a word that we use a lot when we talk about schools. It is a word that we use to describe the process of learning and teaching. Humans throughout history have valued the importance of learning. A Bible proverbs states "Teach a wise person and they will become wiser; teach a good person and they will add to their learning" (Proverbs 9:9 NET). Education allows children and adults to learn how to do new things. At school you'll learn important skills like reading and writing. You'll learn important information about people and places. You'll even learn how to get along with other people and how you can best work with them. The experiences you have at school all go together to give you a good education. Education and schools have changed a lot over time – **you may want to talk about the history of your school.**

The first schools in the UK started a long time ago. They began to teach children to read the Bible. Not very many children went to school. Only parents who wanted their children to work in the church sent their children to school. School education wasn't free and only wealthy parents could pay for their children to be educated. Free education came much later and even then it wasn't available for everyone. Free schooling meant that parents didn't need to pay for their children's education. But it costs a lot of money to run a school.

Teacher's need to be paid and resources need to be bought. These 'free' schools were paid for by charity donations and were often run by the local church. They taught children from poorer families to read and write. Whilst these free schools were open to many of the children in their community, many parents from poorer families sent their children to earn money by working, rather than sending them to school. Around 150 years ago only about half of all children in England and Wales went to school. The government began making laws to make sure that every child in the UK could get an education. By the end of the 1800's compulsory schooling and free school education was available to all children living in the UK. What is taught and how it is taught has changed a lot over the past 100 years. We are going to hear a story about Janie and her experience at school today.

Janie's Right to Education Assembly

Janie was now in her third year at school. She could still remember her first day like it was yesterday even though it was over two years ago now. Strangely, she struggled to remember what it was like not to go to school. Janie enjoyed school. Janie especially loved reading. She loved words. She loved the sounds that different letters made when you put them together. She really liked the way she could take a big word, break it into bits and sound it out. It did make her feel clever. Janie also liked the worlds she could visit. Janie used a wheelchair and had difficulty walking, using books and her imagination, Janie could climb tall mountains, trek through dense thick forests and swim the fiercest rivers in far flung places.

One day in late January, Janie was in a school assembly. Mr Stephens started to talk about the United Nations' International Day of Education. He said that it is a day when we think about how important education is to us. It is a day when important people in countries all over the world are encouraged to think about how to make sure that every child can go to school because every child has a right to education. Janie learned that many years ago in the UK, not all children had schools to go to. People worked hard to build schools and to train teachers. He also said that today in some countries, children don't have schools to go to and they are not able to learn to read and write. Janie imagined not being able to read the books she loved. She thought of all the adventures she would miss and the worlds she wouldn't be able to visit. It made her sad. She was concerned that the children were not getting the education they deserved. Mr Stephens finished the assembly by talking about a charity that raised money to help train teachers and build schools in places where children wouldn't normally go to school. It made Janie happy to think that she could help other children to enjoy reading just as much as she did.

We started this assembly by thinking about why we come to school. We are very fortunate today that in the UK that there are schools that all children can go to. Education in the UK and around the world has improved a lot over the past 150 years. Around 150 years ago, only about half of all adults could read and write. Today, most adults are able to read and write thanks to the improvements to education*. But there are still children today that are not able to get a good education. Charities and organisations around the world are working hard to



make sure that all children can get a good education. The UN's International Day of Education is a reminder that we should be thankful for the education we have and to think about and help others to get the education they deserve.

(In 1880 80% of adults couldn't read or write, with the development of education that dropped to 14% in 2016 *OECD and UNESCO*)

Reflection

We are thankful for education and the benefits that education can provide. We are thankful for the developments and the people throughout history that have worked and are currently working to ensure that every child has access to schooling. May we appreciate and make the most of our own learning opportunities today.

"Teach a wise person and they will become wiser; teach a good person and they will add to their learning." The Bible: Proverbs 9:9 NET.

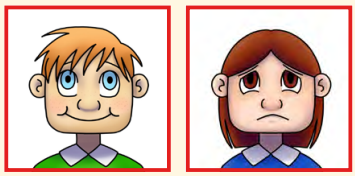
Summary of the Janie's Right to Education Assembly

1) Janie was now in her third year and enjoying school. 2) Janie especially loved reading. It did make her feel clever. 3) She enjoyed using books and her imagination to climb tall mountains, trek through dense thick forests and swim the fiercest rivers in far flung places even though she used a wheelchair. 4) Mr Stephens started to talk about the United Nations' International Day of Education in a school assembly. He said it is a day when we think about how important education is. 5) Janie learned that many years ago in the UK, not all children had schools to go to. Even today, in some countries, children don't have schools to go to and they are not able to learn to read and write. 6) Janie imagined not being able to read the books she loved. It made her sad. She was concerned about the education of others. 7) Mr Stephen's finished the assembly by talking about a charity that raised money to help train teachers and build schools for children who wouldn't normally get to go to school. 8) Janie happy to think that she could help other children to enjoy reading just as much as she did.



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

Focus – Happy, Sad and Concern



Subsidiary Focus – Human Right: Education

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

- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

18.1 I See, I Hear

- Whilst presenting the assembly 'Right to Education', emphasise the feelings happy, sad and concern. 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. Concern is similar to sadness and worry.
- Use the reflection to finish each daily session.

18.2 I See, I Hear

- Recount the main parts of the story 'Janie's Right to Education Assembly' emphasising the feelings.
- Emphasise the feelings happy, sad and concern. 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.
- Janie really liked reading because she was able use her imagination to do things that she struggled to do because she used a wheelchair. School had helped her to learn to read. Ask the children to discuss, in pairs, what they enjoy about their education – E.g. What do they like doing at school?

18.3a I Understand

- Repeat 18.2.
- Concern is similar to sadness and worry. Janie was sad that other children were not able to have a good education, she was sad that they couldn't enjoy the books. She was slightly worried about what might happen to children if they grew up not being able to read or write. She was happy that charities were helping in countries where not every child was able to go to a school.

18.3b I Understand

- Repeat 18.2.
- Concern is similar to sadness and worry. Janie was sad that other children were not able to have a good education, she was sad that they couldn't enjoy the books. She was slightly worried that what might happen to children if they grew up not being able to read or write. She was happy that charities were helping in countries where not every child was able to go to a school.
- Pupils in pairs discuss what they enjoy about their education.
- What do you think children would miss out on if they couldn't go to school?

18.4 I Feel

- Using a puppet, pretending to be Janie, explain how you feel inside when you think about the children who are not able to go to school **(see 'I Feel Descriptions').** Explain that you feel concerned. You are sad that they might not learn how to read and worried that what might happen to children if they grew up not being able to read or write. She was happy that charities were helping in countries where not every child was able to go to a school.

18.5a I Can

- Repeat 18.4.
- Use the puppet to ask the children what they could do to help children in other countries that haven't got access to a good education. Could they donate some books to be sent to the charities that Mr Stephen's was talking about. Etc…

18.5b I Can

- Repeat 18.4.
- Use the puppet to ask the children what they could do to help children in other countries that haven't got access to a good education. Could they donate some books to be sent to the charities that Mr Stephen's was talking about. Etc…
- Does learning only happen during the school day? What do you learn at home?
- Does learning stop when you leave school? Do you think you continue to learn as an adult? Do you think that your teachers learn new things?
- What will help you to continue to learn throughout your life?
- Possibly talk about the meaning of the following quotes:
- *"Teach a wise person and they will become wiser; teach a good person and they will add to their learning" (The Bible: Proverbs 9:9 NET).*
- *"Give a man a fish and you feed him for day; teach a man to fish and you feed him for a lifetime." – Unknown*
- *"To the uneducated, an 'A' is just three sticks." – A.A. Milne*



19. Angry Mr Thomas



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

How many different words can you think of when you think of the word anger? *Write down at least six words offered by the children on blank placards and/or show the* ***Variations of Anger***. I need a volunteer to act out these words. Can we order the words least angry to most angry. Different situations may affect us in different ways. Some situations may make us angrier than others. The problem with anger is that it often stops us from being able to think through situations. It can often lead us to say or do things that make the situation worse.

Angry Mr Thomas

Mr Thomas always seemed angry. He would parade up and down the football pitch shouting and barking orders at everything that moved, including the ball. He was the coach of a local junior football team. He shouted at children to do what he wanted them to do and he shouted at children when they couldn't do what he wanted them to do. He shouted during training sessions and he shouted during a match. Many of the children thought he probably shouted when he spoke to his wife, his dog or even when he was looking in the mirror.

Mr Thomas had been a really good footballer when he was younger. He knew the game inside out. He knew what everybody should be doing on the pitch all the time and he liked to tell the players what they should be doing, in a very loud voice, all the time. The team did well when the team listened and did what they were told, but sometimes Mr Thomas' shouting got in the way.

Mr Thomas knew inside how to get the best out of his team. He knew what each team member needed to do to win a match. He used his experience and knowledge and he was confident and good at making decisions. He was kind in his own way, but his shouting made it sound like he was always angry. Whilst most the players accepted that that was just the way Mr Thomas was, some were scared of him, which didn't make them play well. Some players were annoyed and some of the best players had found places on a different team.

Anger is an emotion that we all have, and we can feel angry for all sorts of reasons. Frustration is a form of anger that you may feel when something isn't going your way, maybe you've got the same maths skill wrong again and again. Annoyance is another feeling of anger that you may

get when someone is trying to wind you up the wrong way or if someone is doing something that you don't want them to. Being frustrated and annoyed are often a good way of motivating us to make good choices. If you can't solve a maths problem, frustration should lead you to go and ask for help from a friend or a teacher, to look in your book or at the work on the walls. If someone is annoying you, it might be because they are treating you or someone else unfairly, feeling annoyed may help you to fix the situation by saying something kind or getting a teacher to come and sort it out. Stopping and thinking when we start to feel angry, frustrated or annoyed can help us to think about the choices we have.

Imagine you are completing a maths problem and you keep getting it wrong, you've tried and tried, and you start to get frustrated. As the feelings of anger start to increase what are the choices? You could ask a friend or a teacher, look in your book or at the work on the walls to find a solution, or you could let the anger build so that you snap your pencil and throw your work to the ground. Or, if a friend is annoying you, you could move away from your friend and let them start doing something else and let yourself calm down, or you could go up to them nose to nose, shout in their face and push them over and then storm off. We know that pushing them over is never the right thing to do. It's easy to know what we should do when we don't have angry feelings. But when we are in those situations it's not so clear what the right decision should be. Stopping and thinking when we are angry will enable us to think about the choices we have. Choosing to cool down rather than blowing your top will become easier the more we practise it.

Reflection

We know that emotions and feelings connected with anger are part of who we are and what make us human. Annoyance and frustration can often enable us to choose and make things better, to seek help or to solve a problem for ourselves. Let us to stop and think when we are angry, so that we can make the right choices.

Being angry and the problems it can cause are not new. There are many sayings from around the world that remind us that whilst anger is a natural feeling that we all have, it is also something that we can learn to control.

- *"Hot tempers cause arguments, but patience brings peace." (The Bible: Proverbs 15:18 GNB)*
- *"A gentle answer deflects anger, but harsh words make tempers flare." (The Bible: Proverbs 15:1 NLT)*
- *"A chief should not create a new law when he is angry." (African Proverb)*
- *"The strongest person among men is not he who fights everyone but is he who controls his anger." (African Proverb)*
- *"No matter how hot your anger may be, it cannot cook." (African Proverb)*
- *"The Messenger of Allah said to us: When one of you becomes angry while standing, he should sit down. If the anger leaves him, well and good; otherwise he should lie down." (Hadith: Sunan Abi Dawud 4782)*



Summary of the Angry Mr Thomas

1) Mr Thomas, the coach of a local junior football team always seemed angry. 2) He shouted at children to do what he wanted them to do and he shouted at children when they couldn't do what he wanted them to do. 3) Mr Thomas had been a really good footballer when he was younger and he knew what all his players should be doing to win matches. Mr Thomas knew inside how to get the best out of his team. 4) Whilst most the players accepted that that was just the way Mr Thomas was, some were scared of him, which didn't make them play well. Some players were annoyed and some of the best players had found places on a different team.



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

Focus – Anger



Subsidiary Focus – Variations of Anger

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

- Printed **Body Language Images*** for anger – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Anger***
- **Variations of Anger – Big and Small***
- Small ball (e.g. table tennis ball), middle sized ball (e.g. tennis ball), larger ball (small football).

* *Included in the Teacher's Guide.*

19.1 I See, I Hear

- Whilst presenting the assembly 'Angry Mr Thomas' emphasise the feeling of 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.

19.2a I See, I Hear

- Recount the main parts of 'Angry Mr Thomas' emphasising the feeling of anger and show the body language image for anger **(see 'Body Language Descriptions').** Children copy and practise showing anger with their bodies.
- There are lots of words that we can use to describe being angry. Explain that there are different ways people show anger. Show the **'Variations of Anger'.** Practise the different ways angry could be shown on our faces. Don't explain the different variations of feeling angry (unless children ask).

19.2b I See, I Hear

- Recount the main parts of 'Angry Mr Thomas' emphasising the feeling of anger and show the **'Body Language Image'** for anger **(see 'Body Language Descriptions').** Children copy and practise showing anger with their bodies.
- There are lots of words that we can use to describe being angry. Explain that there are different ways people show anger. Show the **'Variations of Anger'.** Practise the different ways angry could be shown on our faces.
- Ask the children to discuss if some types of angry are angrier than others?
- Ask the children to discuss ordering the **'Variations of Anger'** least angry to most angry.

19.3a I Feel

- Repeat 19.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you are angry.
- Using a small ball (table-tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.

19.3b I Feel

- Repeat 19.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you are angry.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.



- Show the **'Variations of Anger – Big and Small'.** Demonstrate that feelings like being annoyed may feel small (small ball) and furious that may feel big and uncontrollable.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with a partner. Ask for volunteers to act out the feeling growing and shrinking.
- Ask the pupils to think about which **'Variations of Anger'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with a partner. Ask for volunteers to act out the feeling growing and shrinking.

19.4 I Understand

- Act out the following scenarios.
- Imagine you are completing a maths problem and you keep getting it wrong, you've tried and tried, and you start to get frustrated. As the feelings of anger start to increase what are the choices? You could ask a friend or a teacher look in your book or at the work on the walls to find a solution, or you could let the anger build so that you snap your pencil, throw your work to the ground!
- Imagine a friend is annoying you, you could move away from your friend and let them start doing something else and let yourself calm down, or you could go up to them nose to nose, shout in their face and push them over and then storm off. (don't actually shout or push your friend over). We know that pushing them over is never the right thing to do. It's easy to know what we should do when we don't have angry feelings. But when we are in those situations it's not so clear what the right decision should be. Stopping and thinking when we are angry will enable us to think about the choices we have. Choosing to cool down rather than blowing your top will become easier the more we practise it.
- Discuss why people get angry?

19.5a I Can

- Repeat 19.4.
- After each scenario, what are the two choices?
- If you went over and demanded "I want to use that, give it to me now!" do you think the other person will give it to you? Why not? Rather, you could say, "could I use that when you have finished with it please?" Or "could I play with that with you?"
- We often don't know we are angry until it is too late and we've said something that we regret, or it gets us into trouble. It is difficult to calm down when someone feels angry, it is something that requires practise, patience and people around us that care. If we know what makes us angry, we can try to avoid those situations or learn strategies to help us to keep calm or calm down.

19.5b I Can

- Repeat 19.4.
- Discuss a couple of the wise sayings about anger.
- *Stupid people express their anger openly, but sensible people are patient and hold it back. (The Bible: Proverbs 29:11 GNB)*
- *The Messenger of Allah said to us: When one of you becomes angry while standing, he should sit down. If the anger leaves him, well and good; otherwise he should lie down. (Hadith: Sunan Abi Dawud 4782)*
- Most of the sayings tell us to be careful before doing anything when we are angry. The suggest we calm down and think before acting.
- If you went over and demanded "I want to use that, give it to me now!" do you think the other person will give it to you? Why not? Rather, you could say, "could I use that when you have finished with it please?" Or "could I play with that with you?"
- We often don't know we are angry until it is too late and we've said something that we regret, or it gets us into trouble. It is difficult to calm down when someone feels angry, it is something that requires practise, patience and people around us that care. If we know what makes us angry, we can try to avoid those situations or learn strategies to help us to keep calm or calm down.



20. Lucas and his Grandad's Watch



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.

Around this time of year, on the 14th February, people in the UK and around the world, give valentines cards and flowers to the ones they love. It is a tradition that goes back to Saint Valentine a very long time ago. It is said that Saint Valentine protected the rights of people to get married even though a ruler at the time banned soldiers from getting married. When we think of the word love we can often think of many of the images that appear on Valentines cards like flowers, hearts and boxes of chocolates. The word love can describe how we can feel about a boyfriend, girlfriend, a husband or wife.

The word love can also be used to describe how we feel about our families, like our mums or dads, brothers or sisters. We use the word love to describe how we feel about our pets. We even use the word love to describe how we feel about things we own or places that we like to visit. Where do you love to go? The word love can mean different things depending on what we use the word love for. How would you show love to someone from your family? What do I mean when I say I love my bed. We use the word 'love' to mean 'enjoy', 'like' and 'appreciate'. Do you love a hamster with the same love that you love your mum or your nana? We often use the word love to refer to 'care'. St. Valentine loved his community and was able to demonstrate that he loved the people around him. We're going to hear a story about a boy and the love he had for his grandad.

Lucas and his Grandad's watch

Lucas loved his grandad and of course Grandad loved Lucas. Lucas lived about an hour's bus ride away from his grandad. Every couple of weeks, either Lucas and his dad would take the journey to visit him, or his grandad would come to visit. Lucas' face would light up if he saw Grandad's old, blue, beaten up car outside the flat when he got home from school. Lucas especially loved it if Grandad was there to pick him up from school.

Lucas often went to stay at his grandad's. They were very special times. Grandad would make some beans on toast and there would always be an egg on top. They would sit and Grandad would tell him stories about Lucas' grandma and Lucas' mum. As Grandad talked, Lucas would watch the way Grandad's smile would wrinkle the skin around his mouth and eyes. Eventually Grandad would say 'that's enough' and they'd go for a walk around the park. If Lucas was

lucky, they'd go and look at Grandad's collection of model planes and cars. The room had a very special smell. Grandad said it was the paint he used when painting them. Once, when shopping with his dad to get some paint for his bedroom, they walked down the paint aisle and immediately Lucas imagined he was back at his grandad's house.

One day, as Lucas was eating his beans and egg on toast, Grandad walked over to a cabinet in the kitchen and took out an old watch from a drawer. He started to tell Lucas about how he'd been given it by Lucas' grandma not long after they'd first met, when they lived in Brazil. It wasn't expensive and it had stopped working a long time ago. Grandad had never got around to getting it fixed, but he said it was one of his most special things he'd ever owned. Lucas noticed a small tear in one of Grandad's eyes as he explained how his grandma had wrapped it up so tightly that it took ages for him to unwrap it. Grandad smiled, "One day, this will be yours and I want you to look after it. You could even get it fixed!" he laughed.

A couple of weeks later Lucas was back at Grandad's. They were watching a Saturday afternoon film together. Lucas asked if he could get a drink of water and walked into the kitchen. He looked at the cabinet where Grandad kept the old watch. Lucas wanted to have another look. He slowly opened the drawer and carefully lifted the watch out. He rested is in the palm of his hand. It was old and scratched and faded. He imagined what it must have looked like when Grandad saw it for the first time. Lucas slipped it into his pocket and closed the drawer. Lucas then got his drink of water and went back to finish watching the film.

After the film had finished and they had eaten their beans and egg on toast they went for a walk in the park. Lucas played on the swings. He loved the feeling in his stomach as Grandad pushed him really, really high. Grandad also made him go as fast as he could on the roundabout which always made Lucas dizzy. They walked back to the house. As they neared Grandad's front door, Lucas remembered the watch in his pocket. He tapped this trouser pocket expecting to feel the watch amongst the sweet wrappers, but he couldn't feel anything. Panicked, he put his hand in his pocket. It wasn't there. An awful feeling came over Lucas. Where was the watch? Did he drop it in the park? Lucas felt all stiff, he felt sick.

They entered the house. Lucas couldn't help himself, he began to cry. "What's wrong?" Grandad asked.

"I've lost your watch Grandad!" Lucas struggled to catch his breath in amongst the sobbing but he managed to tell Grandad about what he had done and how he must have lost the watch in the park. Grandad smiled and put his hand in his pocket and bought out the watch. Lucas was amazed! Grandad told him that before they went to the park, whilst Lucas was putting his shoes on, he found it in between the cushions on the sofa. Grandad presumed he'd dropped it after showing it to Lucas a few weeks earlier. They both walked over to the drawer in the kitchen. "Let's keep it safe in here," said Grandad. "It is very special. We wouldn't want it to go missing again would we?"

In this story, Lucas loved lots of different things. Could you spot them? He loved his grandad. He loved visiting his grandad and when his grandad visited him. He

loved it when his grandad picked him up from school. He loved staying over at his grandad's house. He loved the stories his grandad told about his grandma and his mum. He loved the smell of the room his grandad kept his model planes and cars in. He loved the watch that his grandad was going to eventually give him. He loved the films he watched with his grandad. He loved going to the park and feeling dizzy on the roundabout.

Reflection

There is a very important rule included in the Bible that lots of people live by whether they are religious or not. It goes like this 'love people as you love yourself' or in other words, care for others as you care for yourself. How could we show care for others in our family, school community or beyond?

"None of you believes until he wishes for his brother what he wishes for himself." An-Nawawi's Forty Hadiths: 13

"Do to others what you want them to do to you." The Bible: Matthew 7:12 NIV

"That which is hateful to you, do not do to your fellow." Talmud, Shabbat 31a

"Do not hurt others in ways you yourself would find hurtful." Udana-Varga: 5:18

"I am a stranger to no one; and no one is a stranger to me. Indeed, I am a friend to all." Guru Granth Sahib, p1299

"This is the sum of duty: do nothing to others that would cause you pain if done to you." Mahabharata 5:1517

"Don't do things you wouldn't want to have done to you." Humanist

Summary of Lucas and his Grandad's Watch

1) He loved his grandad. He loved visiting Grandad and when Grandad visited him. He loved it when Grandad picked him up from school. He loved staying over at Grandad's house. He loved the stories Grandad told about his grandma and his mum. He loved the smell of the room Grandad kept his model planes and cars in. He loved the watch that Grandad was going to eventually give him. He loved the films he watched with his grandad. He loved going to the park and feeling dizzy on the roundabout. 2) Lucas took the watch from the drawer and thought he'd lost it whilst playing in the park. Lucas was very upset and told his Grandad the whole story. 3) Grandad smiled, he'd picked it up from the sofa after the film thinking that he'd dropped it after showing it to Lucas. 4) They both put the watch back in the drawer safe and sound.



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

Focus – Love



Subsidiary Focus – Variations of Love

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

- Printed **Body Language Images*** for love – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Love***
- **Variations of Love – Big and Small***
- Small ball (e.g. table tennis ball), middle sized ball (e.g. tennis ball), larger ball (small football).

** Included in the Teacher's Guide.*

20.1 I See, I Hear

- Whilst presenting the assembly 'Lucas and his Grandad's watch' emphasise the feeling of 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.

20.2a I See, I Hear

- Recount the main parts of 'Lucas and his Grandad's watch' emphasising the feeling of love and show the **'Body Language Image'** for love **(see 'Body Language Descriptions').** Children copy and practise showing love with their bodies.
- There are lots of words that we can use to describe love. Explain that there are different ways people show love. Show the **'Variations of Love'.** Practise the different ways love could be shown on our faces or acted out with a friend or a toy/teddy bear. Don't explain the different variations of feeling love (unless children ask).

20.2b I See, I Hear

- Recount the main parts of 'Lucas and his Grandad's watch' emphasising the feeling of love and show the **'Body Language Image'** for love **(see 'Body Language Descriptions').** Children copy and practise showing love with their bodies.
- There are lots of words that we can use to describe love. Explain that there are different ways people show love. Show the **'Variations of Love'.** Practise the different ways love could be shown on our faces or acted out with a friend or a toy/teddy bear.
- Ask the children to discuss ordering the **'Variations of Love'** least to most loving.

20.3a I Feel

- Repeat 20.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you feel love.
- Using a small ball (table-tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.

20.3b I Feel

- Repeat 21.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you feel disgust.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.

- Show the **'Variations of Love – Big and Small'.** Demonstrate that feelings like 'like' may feel small where as the 'care' you feel for your grandparents or pets may feel bigger.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.
- Ask the pupils to think about which **'Variations of Love'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Ask for volunteers act out the feeling growing and shrinking. Children act feelings growing and shrinking to a partner.

20.4a I Understand

- Repeat the story in full or summarise:
- In this story, Lucas loved lots of different things. Could you spot them?
- He loved his grandad.
- He loved visiting his grandad and when his grandad visited him.
- He loved it when his grandad picked him up from school.
- He loved staying over at his grandad's house.
- He loved the stories his grandad told about his grandma and his mum.
- He loved the smell of the room his grandad kept his model planes and cars in.
- He loved the watch that his grandad was going to eventually give him.
- He loved the films he watched with his grandad.
- He loved going to the park and feeling dizzy on the roundabout.

20.4b I Understand

- Repeat the story in full or summarise:
- In this story, Lucas loved lots of different things. Could you spot them?
- He loved his grandad.
- He loved visiting his grandad and when his grandad visited him.
- He loved it when his grandad picked him up from school.
- He loved staying over at his grandad's house.
- He loved the stories his grandad told about his grandma and his mum.
- He loved the smell of the room his grandad kept his model planes and cars in.
- He loved the watch that his grandad was going to eventually give him.
- He loved the films he watched with his grandad.
- He loved going to the park and feeling dizzy on the roundabout.
- Could you suggest which ones were small, medium or big feelings of love? Could you use the **'Variations of Love'** to describe the different types of love in this story.

20.5 I Can

- Many people have an important rule that they say it is very important to live by. It is found in the Bible and in many other religious books. It is important to religious and non-religious people alike. You may have heard it.
- The rule is simply this: 'Treat people as you would want them to treat you!'
- The Bible puts it like this: "Love your neighbour as yourself!" (Mark 12:31)
- Put another way – care for others are you care for yourself.
- How could we show care for our community at school?



21. Polite Daniel and His Three Friends



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.

Can anyone name any famous accounts or stories from any of the major world religions. Can you sum up the following accounts in one or two sentences?

- Hindu 'Ramayana' – Story of Rama and Sita defeating Ravana and his army (included in Cycle 4 – Diwali).
- Jewish 'Hanukkah' – The 8-day miracle involving the Temple Menorah (included in Cycle 4).
- Christian 'Nativity' – The story surrounding the birth of Jesus. (All 4 cycles)
- Islamic 'Ka'bah' – Ibrahim and Ismàil create the first place of worship to Allah called the Ka'bah (included in cycle 2 - Hajj).
- Buddha's 'The four sights' – The account of Siddhartha Gautama's early life (included in Cycle 3 – Buddha Day).
- Sikh 'Khalsa' – The beginning of the brotherhood of Sikhs called the Khalsa (included in Cycle 4 – Vaisakhi).

This week we are going to think about another famous story that is found in the Jewish and Christian holy books. Has anyone heard of 'Daniel and the Lion's Den'? There are many children's story books and animated videos that tell the story of Daniel and the Lion's Den. Daniel possibly lived a long time ago (over 2500 years ago). He was a Jew and lived in Jerusalem until he and his friends were captured and taken a long way away to live in the city of Babylon (in modern day Iraq), which is roughly the distance between London and the German city of Berlin. As you hear the first part of the story, I want you to think about how Daniel may have felt and how he reacted to his new situation. How would you react to being captured and taken from your home country?

Ashpenaz

Hello, my name is Ashpenaz (pronounced Ash-pen-as). I am King Nebuchadnezzar's (pronounced Neb-yoo-can-nezza') chief official here at the palace. It is my job to make sure the king is well looked after at all times whilst he is here at the palace. It takes a large team of people to ensure the king is well fed and that he has all that he desires no matter what time of day or night it is. We are always holding dinner parties and entertaining important people from King Nebuchadnezzar's ever-increasing empire. Only a couple of months ago, the king's armies attacked the city of Jerusalem in Judea. He ordered that

some of the important men from the city, the rulers and members of the royal family, be brought back to the palace. I was given the task of training them for three years so that they could work here at the palace serving the king. As I expected, the king has ordered that these men are given the finest food and wine from the king's table, the king believes that the finest food will create the finest men.

Amongst those that came from Jerusalem were four men that stand out from the crowd: Daniel, Hananiah, Mishael and Azariah. They are very polite, I don't think I'd be so polite if I'd been taken away from my home. Like many of those that come to work in Babylon from other countries, Daniel and his three friends were given Babylonian names. I renamed Daniel, Belteshazzar. Hananiah became Shadrach. Mishael was renamed Meshach and Azariah was called Abednego. All the men, including Daniel and his friends live here at the palace and follow my carefully organised training programme. Most of the men are very happy to eat the food from the king's table. But Daniel, I mean Belteshazzar, looked a little disgusted. He asked me if he and his three friends could be fed only vegetables and water instead of the king's food.

Well!! Yuck! In all my years working for the king, no one has ever refused the king's food, and choosing to eat plain vegetables and drink only water, how disgusting, how unhealthy! I told them that the king would not approve and I was worried it might cost me my job, and my head! Daniel, I mean Belteshazzar, suggested that I put them on a strict vegetable and water diet for ten days to see if they looked worse than the men eating the king's healthy diet of meat, wine and cakes. He asked so politely and I thought that we could always make up for ten days of eating unhealthy vegetables.

The ten days were up yesterday. I ordered Daniel and his three friends to go and visit the palace doctor for a medical. Well you wouldn't believe it, after ten days they were healthier and fitter than any of the men that ate the royal food. From then on, I ordered that Daniel, I mean Belteshazzar and his friends only eat vegetables and water. They are very wise. I have high hopes for those men. I wonder what will happen when their training is over and they get to serve the king.

As we were listening to the account of Ashpenaz, the king's chief palace official, I asked you to think about how Daniel felt and how you would react to being taken from your home. How do you think he felt? How did he react? It wasn't right that Daniel and his people were taken, but Daniel knew that he couldn't change the situation. The Jewish writings state that Daniel and his friends 'stood out' from the rest of the men taken from the city, they also make it clear that Daniel was polite and courteous in the way he acted and spoke to others. Like Daniel and his friends, polite people stand out from the crowd. Respect and consideration are seen and heard in what we say and what we do. If you show respect and are considerate, it will be noticed by others.



Reflection

May we be noticed for doing the right thing and may our school community be an example of what can be achieved when we are all courteous and respectful to each other.

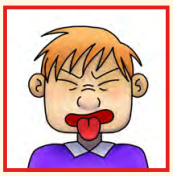
Summary of Ashpenaz's story

1) Daniel and three of his friends, Hananiah, Mishael and Azariah, were taken from their home in Jerusalem to a city far away in Babylon. 2) They were being trained for three years to serve the king of Babylon. 3) Ashpenaz was the man who was responsible for training Daniel and his three friends. 4) Ashpenaz had created some special food for Daniel and his friends to eat, it made Daniel feel a bit disgusted. 5) Daniel politely suggested that he and his friends only ate vegetables and drink water. 6) Ashpenaz was worried that the king wouldn't agree and Daniel and his friends would become sick. 7) Daniel suggested, again very politely that he and his friend eat vegetables and drink water for 10 days to see what see what effect it would have on them. 8) Ashpenaz agreed and 10 days later Daniel and his friends looked healthier than the other men. 9) Ashpenaz could see that Daniel and his friends were wise men.



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

Focus – Disgust



Subsidiary Focus – Variations of Disgust

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

- Printed **Body Language Images*** for disgust – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Disgust***
- **Variations of Disgust – Big and Small***
- Small ball (e.g. table tennis ball), middle sized ball (e.g. tennis ball), larger ball (small football).

** Included in the Teacher's Guide.*

21.1 I See, I Hear

- Whilst presenting the assembly 'Daniel and his Three Friends' emphasise the feelings disgust and worried. 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 main parts of 'Ashpenaz's Story' emphasising the feeling of disgust and worry and show the **'Body Language Image'** for disgust **(see 'Body Language Descriptions').** Children copy and practise showing disgust with their bodies.
- Explain that there are different ways people show disgust. Show and discuss the **'Variations of Disgust'.** Act out each of the different types of disgust.

21.2b I See, I Hear

- Recount the main parts of 'Ashpenaz's Story' emphasising the feeling of disgust and worry and show the **'Body Language Image'** for disgust **(see 'Body Language Descriptions').** Children copy and practise showing disgust with their bodies.
- Explain that there are different ways people show disgust. Show and discuss the **'Variations of Disgust'.** Act out each of the different types of disgust.
- Ask the pupils to discuss ordering the words least disgusted to most disgusted.

21.3a I Feel

- Repeat 21.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you feel disgust.
- Using a small ball (table-tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Show the **'Variations of Disgust – Big and Small'.** Demonstrate that feelings of disgust could feel small (e.g. disliking something) or they could feel big (e.g finding something revolting).
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

21.3b I Feel

- Repeat 21.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you feel disgust.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Ask the pupils to think about which **'Variations of Disgust'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

21.4 I Understand

- Repeat 21.3a or b
- Using the **'Variations of Disgust'** ask children to talk about the foods they like, dislike (could eat but don't want to) and hate (couldn't eat even if they wanted to).
- Explain that sometimes we can get annoyed when other people don't like what we like. Daniel in the story, showed Ashpenaz that he didn't like the food Ashpenaz was suggesting, but he was polite enough to say why. Polite means being respectful of other people.

21.5 I Can

- Tell the following story:
- Susan sat in silence at the dinner table. She knew what would be on her plate with her fish fingers and she didn't want to eat them. They were round, green, stinky smelling peas! She hated them with every breath in her body. She'd never liked them. They tasted like grass and you don't eat grass, so why eat peas! Susan's mum was coming over with her dinner. Fish fingers, mashed potato, and yes you guessed it, peas. "I can't" Susan began to say.
- "Stand them?" finished her grandfather.
- "Yes" Susan answered, surprised.
- "Well, what should we give you instead?" he asked. But before Susan could answer him back, he said "Shall we swap them for beans? Your mum hated peas at your age too, do you remember dear?"
- Susan's mum stopped, stood still and thought back to when she was a child. "I forgot about that, you told me one day I'd like them and you're right. I do now."
- Susan's mum said sorry to Susan and swapped her peas for beans.
- Susan wasn't silent anymore. She was grinning from ear to ear. No more peas! No more sitting down at the dinner table worrying about what was going to be on her plate. She knew there was a reason grandpa had come for tea today and she hoped he would come again. "I love you Susan", he said. "I love you lots too grandpa", she said back.
- What could you do if you don't like something now? Keep trying it because you'll probably start to like it.
- We all find different foods disgusting. Different people find different foods disgusting. Find someone who likes a food that you don't like. Find someone who doesn't like a type of food that you don't like.



22. Daniel and the Lion's Den



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.

Last week we heard about Daniel and his three friends, Hananiah, Mishael and Azariah. Daniel's three friends' names were changed to Shadrach, Meshach and Abednego. They had been taken from their city of Jerusalem to the city of Babylon. They were being trained to work for the king of Babylon. They were being trained by Ashpenaz, the king's chief official. Ashpenaz had prepared lots of fine foods for them to eat and expensive wines for them to drink. But Daniel and his friends knew that this diet wasn't good for them, Daniel was slightly disgusted by the thought of all that rich food and drink. Daniel politely asked Ashpenaz if he and his friends could eat only vegetables and drink water. Ashpenaz had never thought of this before, now he was disgusted with the thought of only eating vegetables and drinking water. Ashpenaz agreed to a 10-day trial. After the 10 days, Daniel and his friends looked healthier that the other men being trained in the palace. Well, Daniel and his three friends completed their three-year training. Ashpenaz could see that they were wise and clever and soon they began working to look after Babylon. It wasn't long until they ran into trouble. Daniel and his friends found themselves needing to make a couple of scary choices. You may have heard of these stories. The first is called Shadrach, Meshach and Abednego and the Fiery Furnace and the second is Daniel and the Lion's Den.

Shadrach, Meshach and Abednego and the Fiery Furnace

One day the king of Babylon decided to make a large statue of himself. He paraded it through the streets and told everyone that they should bow down to it. Daniel's three friends, Shadrach, Meshach and Abednego went to the parade but refused to bow down before the statue. They were Jewish and they obeyed the Ten commandments. The second commandment states that Jews should not bow down to man-made images or worship them. They were the only people that wouldn't bow to the statue.

The king was so angry that he said that they should be thrown into a fiery furnace – like a big bonfire. How awful. I'm sure they were scared. Shadrach, Meshach and Abednego told the king that God could save them from the king's furnace, but even if he didn't, they would still not bow to the king's golden statue. This made the king angrier. Shadrach, Meshach and Abednego were thrown into the furnace. Incredibly,

the fire didn't burn them. The king was amazed and he called them out of the fire. The fire hadn't harmed them at all. The king said he'd seen four men walking around the fire. Shadrach, Meshach and Abednego weren't surprised, they had already told him that God would rescue them if he wanted to.

Daniel and the Lion's Den

A long time after Shadrach, Meshach and Abednego's incident with the fiery furnace, Daniel had settled into life at the palace. He was an advisor to the kings of Babylon. A new king had just taken the throne. King Darius had put Daniel in charge of his government. Unfortunately, there are those in the new king's government that didn't like Daniel. They knew that Daniel was Jewish and obeyed strict Jewish laws. They knew that Daniel prayed to God three times a day. They suggested that the new king made a law to stop anyone praying to anyone or anything other than the new king for a whole month. King Darius thought it would be a great way for everyone to realise how important he was. They also suggested that anyone caught praying to anything other than King Darius should be thrown to the lions. King Darius agreed!

Daniel didn't stop praying to his God. He continued to open his window that faced Jerusalem. He continued to pray and give thanks to his God. It wasn't long before Daniel was called before the king and those that didn't like him. The king was sad, he realised that it was a trap and he tried to save Daniel, but he had made the law and he couldn't reverse it. I'm sure that Daniel was scared as he was thrown into the lion's den. Daniel heard the king say, "may your God rescue you!" Daniel spent the night with the lions. The morning came and the king was surprised to see Daniel safe and well and unharmed. The king and Daniel were happy and overjoyed that Daniel had survived, the lions hadn't touched him at all.

Those stories had a lot going on, goodies, baddies, kings, fiery furnaces and lions. There was happiness, sadness surprise and fear. But what they both have in common is people who were able to act on what they believed to be true even though those around them wanted to stop them. Sometimes it's hard to do the right thing. Shadrach, Meshach, Abednego and Daniel serve as good examples of trying to do the right thing even if it is hard.

Reflection

May we be noticed for doing the right thing and may our school community be an example of what can be achieved when we are all courteous and respectful to each other.

Summary of Shadrach, Meshach and Abednego and the Fiery Furnace

1) One day the king of Babylon decided to make a large statue of himself. 2) He paraded it through the streets and told everyone that they should bow down to it or they'd be thrown into a fiery furnace. 3) Shadrach, Meshach and Abednego refused to bow down before the statue. 4) They told the king that God could save them from the king's furnace, but even if he didn't, they would still not bow to the king's golden statue. 4) The king was so angry that he said that they should be thrown into a fiery furnace. 5) The king saw four people in



the furnace and incredibly the fire didn't burn them. 6) The king was amazed and he called them out of the fire.

Summary of Daniel and the Lion's Den

1) The new king, Darius had put Daniel in charge of his government. 2) Unfortunately, there are those in the new king's government that didn't like Daniel. 3) They suggested that the new king made a law to stop anyone praying to anything other than the new king for a whole month. 4) Daniel kept praying to his God. 5) Daniel was called before the king and those that didn't like him. 5) The king realised that it was a trap and he tried to save Daniel, but he had made the law and he couldn't reverse it. 6) Daniel was thrown into the lion's den. 7) Daniel spent the night with the lions. The morning came and Daniel was lifted out of the lions' den unharmed.



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

Focus – Fear



Subsidiary Focus – Variations of Fear

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

- Printed **Body Language Images*** for fear – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Fear***
- **Variations of Fear – Big and Small***
- Small ball (e.g. table tennis ball), middle sized ball (e.g. tennis ball), larger ball (small football).

** Included in the Teacher's Guide.*

22.1 I See, I Hear

- Whilst presenting the assembly 'Daniel and The Lion's Den' emphasise the feelings of anger, fear, surprise, sadness 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.

22.2a I See, I Hear

- Recount the main parts of 'Shadrach, Meshach and Abednego and the Fiery Furnace' emphasising the feeling of fear and show the **'Body Language Image'** for fear **(see 'Body Language Descriptions').** Children copy and practise showing fear with their bodies.
- There are lots of words that we can use to describe being scared. Explain that there are different ways people show fear. Show and discuss the **'Variations of Fear'.** Practise the different ways fear could be shown on our faces. Don't explain the different variations of feeling fear (unless children ask).

22.2b I See, I Hear

- Recount the main parts of 'Shadrach, Meshach and Abednego and the Fiery Furnace' emphasising the feeling of fear and show the **'Body Language Image'** for fear **(see 'Body Language Descriptions').** Children copy and practise showing fear with their bodies.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show being scared. Show and discuss the **'Variations of Fear'.** Practise the different ways fear could be shown on our faces.
- What are the things that different people are scared of? Spiders, the dark, character in books etc.
- Ask the pupils to discuss ordering the words least fearful to most fearful.
- Which ones do you think Shadrach, Meshach and Abednego would have felt?

22.3a I See, I Hear – I Understand

- Recount the main parts of 'Daniel and the Lion's Den' emphasising the feeling of fear and show the **'Body Language Image'** for fear **(see 'Body Language Descriptions').** Children copy and practise showing fear with their bodies.

22.3b I See, I Hear – I Understand

- Recount the main parts of 'Daniel and the Lion's Den' emphasising the feeling of fear and show the **'Body Language Image'** for fear **(see 'Body Language Descriptions').** Children copy and practise showing fear with their bodies.

- Show and discuss the **'Variations of Fear'.**
- Practise the different ways fear could be shown on our faces. Don't explain the different variations of feeling fear (unless children ask).
- Daniel may have felt:
  - Concerned when he heard about the new law.
  - Doubt whether to pray or not.
  - Worry about the new law, he prayed anyway.
  - Anxious when he was called before the king.
  - Frightened when he was thrown into the den of lions.

- Show and discuss the **'Variations of Fear'.** Practise the different ways fear could be shown on our faces.
- Which ones do you think Daniel would have felt?
  - Daniel may have been concerned when he heard about the new law.
  - Daniel may have doubted whether to pray.
  - Daniel didn't worry about the new law, he prayed anyway.
  - Daniel may have felt anxious when he was called before the king.
  - Daniel may have been frightened when he was thrown into the den of lions.

22.4a I Feel

- Repeat 22.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you feel fear.
- Using a small ball (table-tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Show the **'Variations of Fear – Big and Small'.** Demonstrate that feelings like concern may feel small (small ball) compared to a big feeling like terror (big ball).
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

22.4b I Feel

- Repeat 22.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel when you feel fear.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Ask the pupils to think about which **'Variations of Fear'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

22.5a I Understand

- Daniel, Shadrach, Meshach and Abednego may have felt fear in different ways.
- For each scenario act out so the children can copy the small or large feelings they acted out yesterday (also see 22.3).
  - Shadrach, Meshach and Abednego may have been concerned when they heard that people were bowing down to a statue.
  - They may have worried when they saw the statue. They were worried about what was going to happen to them if they didn't bow down to it.
  - They may have been really frightened standing in front of the king. Especially when he ordered that they were to be thrown into the fiery furnace.

22.5b I Understand

- Daniel, Shadrach, Meshach and Abednego may have felt fear in different ways.
- For each scenario, ask the children to act out if the feeling would be the small, medium or large feelings they acted out yesterday (also see 22.3).
  - Shadrach, Meshach and Abednego may have been concerned when they heard that people were bowing down to a statue.
  - They may have worried when they saw the statue. They were worried about what was going to happen to them if they didn't bow down to it.
  - They may have been really frightened standing in front of the king. Especially when he ordered that they were to be thrown into the fiery furnace.



23. Lent: Happy Times and Sad Times – Lucas and his grandad



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.

Lucas and his Grandad

Christmas had come and gone. Lucas loved Christmas. It was the time of year he went to church with his grandad. When they got back his dad would serve the most amazing meal and then they would open their presents. It was such a happy day. But now it was February. It had been a cold winter. Lucas' grandad decided to try and brighten up the day. "You can't be sad yet m'lad. It's still the season of Epiphany."

Lucas looked confused.

Grandad continued, "It's the time between the day we celebrate the wise men giving gifts to Jesus and the sad season of Lent,"

Lucas looked even more confused. "Sad season of Lent?" Lucas said slowly.

Lucas' grandad got out his phone and showed Lucas photos of his adventures from his recent trip to Brazil.

"Many people celebrate the time between Christmas and pancake day with processions. Loud, happy processions with music and dancing. They're called carnivals." said grandad. "They're having lots of fun before they need to give up eating different types of food for the forty days leading up to Easter."

"Why do you fast grandad?" Lucas knew that his grandad gave up food for Lent, but he didn't know why.

"Christians remember a difficult part of Jesus life that is written about in the Bible. The Bible says that before Jesus started telling his special stories and making people better, he went without food for 40 days. Lots of Christians and non-Christians give up something for the forty days leading up to Easter. It is supposed to be a sad time when we think of the wrong things we may have done to other people and spend time saying sorry to God."

Lucas had never known why his grandad fasted and he was finding it interesting.

"Anyway", said grandad, "you and I need to go into town. I need to buy some eggs for this Tuesday. It's pancake day. You can be sad from then on," he said laughing.

Lucas smiled.

There are lots of important days that are celebrated by lots of different people in the UK. What are the special days that

you celebrate? Why are they important to you or your family? We are between two important days that are celebrated by lots of people in the UK and around the world. They are Christian festivals, but nowadays lots of people who are not Christian or who even follow non-Christian religions celebrate these special days. For Christians, the festivals of Christmas and Easter celebrate important times in the life of Jesus. There are many special days that are celebrated by Christians and a lot of them remember events that took place in the life of Jesus. The Christian calendar starts with the season of Advent. Many people open their advent calendars counting down to Christmas day. Christians use Advent to think about the stories in the Bible that led up to the birth of Jesus. Advent finishes on Christmas Eve and the season of Christmas starts on Christmas day and lasts 12 days. On Christmas day, lots of Christians think about Jesus' birth. The 6th January is often called Epiphany. Epiphany is the day that some Christians celebrate wise men giving gifts of gold, frankincense and myrrh to Jesus. The season of Epiphany can last all the way up to the beginning of Lent.

Christmas time has traditionally been a joyful time. Lots of Christmas cards will have the words 'I hope you have a merry Christmas and a happy new year'. Epiphany has also traditionally been a happy time. It is known as the carnival season. A carnival is a festival with processions, music and dancing. The word carnival comes from an old Italian word that means 'removing of meat'. it is a time of celebration, a time to enjoy various foods before they given up for Lent. In many European countries and countries with large numbers of Roman Catholic Christians, the time before Lent is still 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.

Shrove Tuesday is the last day of the carnival season before the season of Lent starts. Lent is the lead up to Easter and a time when many people fast. Fasting means 'to give up something'. Today, many people give up eating chocolates or sweets for the forty days leading up to Easter (not including Sundays). Traditionally, people would have given up eating meat and dairy products during the season of Lent. Over time, Shrove Tuesday became known as 'Fat Tuesday' or in French 'Mardi Gras'. In the UK Shrove Tuesday is also called 'Pancake Day'. People would make pancakes by using up their remaining eggs and milk before fasting during Lent.

Christmas and Epiphany are happy times in the Christian calendar. There are also times in the year that are sad times. Remembrance Sunday is a time when we are encouraged to think about the events of war. By thinking about bad times, we can also think about what we can do to make things better in the future. Lent is traditionally a sad time, a time to go without and a time to think about how your actions may have hurt others or hurt God. The tradition of fasting during Lent comes from an event that is described in the Bible. The Bible describes Jesus being baptised and then going into the 'wilderness' for forty days. The Bible explains that Jesus went without food for all that time. In one of the books of the Bible it tells us that at the end of the forty days, Jesus was hungry I bet! The Bible doesn't say why Jesus went into the wilderness and it doesn't explain why he went without food for forty days. Many Christians think that Jesus was preparing himself for his time of teaching and performing miracles. During Lent, Christians have traditionally thought about the things they have done that they may need to say sorry about. They may ask God to help them not do them again in the future.



Carnivals are an opportunity to celebrate and enjoy the good things in life. The 'not so good' times are an opportunity to reflect on what we think is important and appreciate what we have. They give us time to think about how we can improve things in the future. Often those difficult times help us and teach us important skills like resilience and perseverance. During the difficult times we may be tempted to go for the 'easy' option. Watching the film instead of reading the book, copying someone else's answers to the maths questions or watching YouTube rather than learning your spellings. Lent and Epiphany are reminders that we all go through times when we are sad, but we will all go through times when we are also happy.

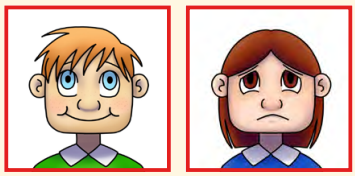
Reflection

We are thankful for the happy times in our lives. We also know that we all go through sad times. Let us celebrate and enjoy the good things in life and may we also reflect when things are not going so well.



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

Focus – Happy and Sad



Subsidiary Focus – Variations of Happy and Sad

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

- Printed **Body Language Images*** for happy and sad – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Happy***
- **Variations of Happy – Big and Small***
- **Variations of Sad***
- **Variations of Sad – Big and Small***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)
- Balloon

** Included in the Teacher's Guide.*

23.1 I See, I Hear

- Whilst presenting the assembly 'Lent – Happy Times and Sad Times' emphasise the feelings of 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.

23.2a I See, I Hear

- Re-read the story of 'Lucas and his Grandad' emphasising the feeling of happy and sad and show the **'Body Language Images'** for happy and sad **(see 'Body Language Descriptions')** or ask the children to recount the story. Children copy and practise showing happy and sad with their bodies.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness. Show the **'Variations of Sad'.**
- Practise the different ways being sad could be shown on our faces. Don't explain the different variations of feeling sad (unless children ask).
- Lucas may have felt:
  - Glum after the excitement of Christmas.
  - Lucas learned that Lent is a time to Christians may feel upset for the things they have done wrong, to help make things better.

23.2b I See, I Hear

- Re-read the story of 'Lucas and his Grandad' emphasising the feeling of happy and sad and show the **'Body Language Images'** for happy and sad **(see 'Body Language Descriptions')** or ask the children to recount the story. Children copy and practise showing happy and sad with their bodies.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness. Show and discuss the **'Variations of Sad'.** Practise the different ways being sad could be shown on our faces.
- Ask the children to discuss if some types of sad are sadder than others?
- Ask the pupils to discuss ordering the words least sad to most sad.
- Which ones do you think Lucas may have felt?
  - Lucas was feeling glum after the excitement of Christmas.
  - Lucas learned that Lent is a time to Christians may feel upset for the things they have done wrong, to help make things better.

23.3a I See, I Hear

- Re-read the story of 'Lucas and his Grandad' emphasising the feeling of happy and sad and show the **'Body Language Images'** for happy and sad **(see 'Body Language Descriptions')** or ask the children to recount the story. Children copy and practise showing fear with their bodies.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness. Show the **'Variations of Happy'.** Practise the different ways happiness could be shown on our faces. Don't explain the different variations of feeling happy (unless children ask).
- Lucas may have felt:
  - joyful at Christmas time.
  - excited when opening his presents.
  - delighted when he remembered it was going to be pancake day.

23.3b I See, I Hear

- Re-read the story of 'Lucas and his Grandad' emphasising the feeling of happy and sad and show the **'Body Language Images'** for happy and sad **(see 'Body Language Descriptions')** or ask the children to recount the story. Children copy and practise showing happy and sad with their bodies.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness. Show the **'Variations of Happy'.** Practise the different ways happiness could be shown on our faces.
- Ask the pupils to discuss ordering the words least happy to most sad.
- Which ones do you think Lucas may have felt?
  - Lucas felt joyful at Christmas time.
  - Lucas may a felt excited when opening his presents.
  - Lucas was delighted when he remembered it was going to be pancake day.

23.4 I Feel

- Repeat 23.2a or b.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel sad.
- Using a balloon demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. Blow up the balloon a little to demonstrate the small feelings and blow up the balloon a lot to demonstrate the big feelings.
- Show the **'Variations of Sad'.** A lot of sad feelings may feel like a deflated balloon. Gloomy, glum, miserable and unhappy may just feel like you've not got much in you. You might feel like a big sigh. But distress and being upset, when you can't help but cry, may feel much bigger.
- Children copy and act out a small feeling like being glum, gloomy or miserable. Act out it, becoming a big feeling like being distressed or really, really upset.

23.5a I Feel

- Repeat 23.3a.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel happy.
- Using a small ball (table-tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Show the **'Variations of Happy – Big and Small'.** Demonstrate that happy feelings could feel small (like being contented) or they could feel big (like being excited).
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

23.5b I Feel

- Repeat 23.3b.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel happy.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Ask the pupils to think about which **'Variations of Happy'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.



24. Spring Festivals: Holi – Excited Abheek and the Holi 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 red. 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 start with a challenge. I need a volunteer to come and help explain the theme of this assembly, but there will be words that you are not allowed to use in your description. Describe the season of spring without using the words 'spring', 'warm', 'flowers', 'green' or 'colourful'. If I gave you the same challenge to describe the other three seasons of the year, which five words would you not be allowed to use for Winter? Summer? Autumn?

Which is your favourite season of the year? Why is it your favourite time of year? Some people like the cold freshness of winter huddled around an open fire keeping warm. Some people like the Autumn colours like the leaves turning red and orange. Some people like the heat of Summer. Spring is often a favourite time of year as the trees start to regain their leaves and the flowers begin to grow again. After the cold, dark short days of winter many people look forward to the extra light and warmth that comes with spring. Spring is often thought of as a time of new life and a fresh start and there are many different festivals that celebrate the season.

Excited Abheek and the Holi Celebrations

Abheek was so excited. He was looking forward to the festival of Holi. It was his favourite time of the year. He just loved getting ready for the celebrations. This year his grandma and grandad (Abheek's dad's parents) had surprised them all by travelling over from India to spend Holi with the family. He loved making Holi treats and now he could make them with his grandma. Coconut ladoos were his favourite, especially the ones covered in pistachios. He wasn't so keen on the pea kachoris. He thought peas were disgusting. Once he'd finished, his mum asked Abheek to look for some old clothes that he didn't mind getting mucky. Once he'd found some, his family (including his grandma and grandad) went to the mandir (the Hindu Temple) to finish the Holi preparations. As Abheek entered the community hall, he could see lots of his friends filling small bags with different coloured paint powders. Abheek's favourite colour was blue and he was puzzled when he couldn't find the blue powder. Abheek was a little disappointed when he realised that it had all been used up, but he was soon filling small bags with a bright yellow powder.



The next day was the first day of Holi. Abheek woke up late, he was surprised to hear his family already downstairs. After breakfast they all went to the mandir. Abheek showed his respect to the gods at the shrine. He was surprised when his grandad asked him to present an offering of food on behalf of the family. Abheek laid some fruit in front of a statue of Lord Krishna. Krishna was his favourite of all the Hindu gods, mainly because he was blue, Abheek's favourite colour. Everyone then went to the community hall to enjoy a Holi meal together. The first day of Holi finished with a bonfire. That night, Abheek couldn't sleep. He was so excited to get to the mandir for the best part of the Holi celebrations. He did finally fall asleep. Abheek still managed to wake up early and it seemed to take forever to get breakfast out of the way. Eventually they all made their way back to the mandir. Abheek's dad told him to get into his old clothes. Abheek got changed in a flash. All the children and adults collected a few packets of coloured powder and they then ran around in the field next to the mandir, throwing the coloured powder over each other. Abheek loved this time or year. He stopped and stood in wonder. Everybody looked like walking rainbows.

The Hindu festival of Holi is a celebration that takes place on the day and night of a full moon in early spring. The date of the full moon changes each year, so the celebration can take place at any time throughout the month of March. Holi is a popular festival in India, but it is celebrated all over the world. Sikhs, Jains and people with no religious beliefs take part in the Holi celebrations. The festival and the stories that surround it started in India hundreds of years ago, some think that the festival was celebrated before the birth of Jesus Christ (over 2000 years ago).

There are a few stories that include the Hindu gods that help to explain some of the practices and traditions that take place during Holi. The first night of Holi often includes a bonfire to celebrate the victory of good over evil. Many people think about how they can help good to win over the bad. The bonfire represents new beginnings, new life and a fresh start. The second day with when people throw different coloured powder over each other as part of the celebrations. The throwing of coloured powders comes from a Hindu story about the Hindu gods. Lord Krishna loved Radha but thought she would never love him in return because Krishna was embarrassed about the colour of his dark blue skin. His mother suggested that Krishna colour Radha's face any colour he wanted. Radha was surprised, but she fell in love with Lord Krishna. We all love a happy ending.

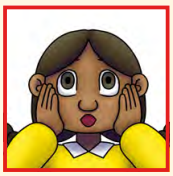
Reflection

We are thankful for the seasons in the year, for their differences and the way they make us feel. May we be thankful for the season of spring with its new life, warmth and sunlight. May this springtime remind us of what we can do that is good, may it bring goodness and new life to our friendships, our families and our community.



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

Focus – Surprise



Subsidiary Focus – Variations of Surprise

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

- Printed **Body Language Images*** for surprise – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Surprise***
- **Variations of Surprise – Big and Small***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)

** Included in the Teacher's Guide.*

24.1 I See, I Hear

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

24.2a I See, I Hear

- Read the story of 'Excited Abheek' emphasising the feeling of surprise and show the **'Body Language Image'** for surprise **(see 'Body Language Descriptions')** or ask the children to recount the story. Children copy and practise showing surprise with their bodies.
- There are lots of words that we can use to describe being surprised. Explain that there are different ways people show surprise. Show and discuss the **'Variations of Surprise'.** Practise the different ways surprise could be shown on our faces. Don't explain the different variations of feeling surprised (unless children ask).

24.2b I See, I Hear

- Read of the story of 'Excited Abheek' emphasising the feeling of surprise and show the **'Body Language Image'** for surprise **(see 'Body Language Descriptions')** or ask the children to recount the story. Children copy and practise showing surprise with their bodies.
- There are lots of words that we can use to describe being surprised. Explain that there are different ways people show surprise. Show and discuss the **'Variations of Surprise'.** Practise the different ways surprise could be shown on our faces.
- Ask the children to discuss if some types of surprise are more surprised than others?
- Ask the pupils to discuss ordering the **'Variations of surprised'** least happy to most happy.

24.3a I Feel

- Repeat 24.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel surprised.
- Using a medium ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound small and others may feel, look or sound bigger.
- Show the **'Variations of Surprise – Big and Small'.** Most surprised feelings probably feel big inside of us. Puzzled may feel like a medium sized ball compared to being amazed that may feel big.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

24.3b I Feel

- Repeat 24.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel surprised.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Ask the pupils to think about which **'Variations of Surprise'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

24.4a I Understand

- Read out some of the **'Understanding Surprise Descriptions'.** After each one ask the children to show you a surprised face.
- Abheek may have felt:
  - Shocked when his Grandma and Grandad made a surprise visit from India.
  - Puzzled when he couldn't find any blue paint powder.
  - Wonder when everyone looked like walking rainbows.

24.4b I Feel

- Read out some of the **'Understanding Surprise Descriptions'.** After each one ask the children to show you a surprised face.
- Can the children match the different variations of surprise with some or all of the **'Understanding Surprise Descriptions'?**
- Which ones do you think Abheek may have felt?
  - Shocked when his Grandma and Grandad made a surprise visit from India.
  - Puzzled when he couldn't find any blue paint powder.
  - Wonder when everyone looked like walking rainbows.

24.5

- Read the story of 'Excited Abheek' or as the children to recount as much as they remember.
- Ask the children if they would enjoy the festival of Holi. What would they enjoy doing?
- Holi is a festival that takes place in the Spring. We have learned about a few different festivals that take place in different seasons.
- Some people like the cold freshness of winter huddled around an open fire keeping warm. Some people like the Autumn colours like the leaves turning red and orange. Some people like the heat of Summer. Spring is often a favourite time of year as the trees start to regain their leaves and the flowers begin to grow again. After the cold, dark short days of winter many people look forward to the extra light and warmth that comes with spring. Spring is often thought of as a time of new life and a fresh start and there are many different festivals that celebrate the season.
- Which is your favourite season of the year? Why is it your favourite time of year?



25. Alemayehu and the Magic Clay Pot



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.

Today we are going to hear a tale from Africa that reminds us that we should be kind to everyone we meet. It is also a story about being patient. Patience is something that we all need if we are told to wait for something that we really, really want.

Alemayehu and the Magic Clay Pot

Once upon a time there was a very kind and generous young woman called Alemayehu. Sadly, Alemayehu's mother had died when she was young and she lived with her stepfather and her stepbrother. She didn't have the money to leave home and she longed for the day when she could set up her own home. You see, the stepfather wasn't a very nice stepfather. He didn't treat Alemayehu very well. His son, Mpho, on the other hand got all the father's attention and the father lavished Mpho with gifts. His son was very selfish.

For most of the time Alemayehu was ignored. That was until the stepfather wanted something. If the stepfather was hungry, it was Alemayehu that prepared the food. If the stepfather was thirsty, it was Alemayehu that got him a drink. If the house needed tidying, well you guessed it, it was Alemayehu that tidied up. Alemayehu was made to feel that she simply wasn't good enough. She believed the horrible words said to her by her stepfather and Mpho and she felt ashamed about who she was even though it wasn't true.

One afternoon the stepfather demanded Alemayehu go into the village and fetch some food for his and Mpho's dinner. On her way, she met an old lady getting water from a well. Alemayehu, seeing that the old lady was struggling, asked if she could help. The old lady was so grateful that she thanked Alemayehu by giving her a magic clay pot. "This pot will give you the riches you are dreaming of - but remember, the riches will belong only to you. Take the pot home and break it open and you will have all you need to set up a new life." said the old lady.

Surprised, Alemayehu put the magic clay pot in her bag, but before turning back home she went into the village to get dinner for her stepfather and Mpho. On arriving home, Alemayehu placed the magic clay pot in her bedroom before preparing the food. As soon as her stepfather and Mpho began eating

she returned to her room. Excitedly, she smashed the pot and found a purse with some money in it. After dinner, the stepfather walked into Alemayehu's room and saw the broken pot and the purse. He demanded that she tell him where she got it from. She told him the story about the old lady. He took the purse and locked it away. He told her to prepare some warm milk before going to bed. Alemayehu was so sad and angry that her stepfather had taken the purse. She cried herself to sleep.

That night she had a dream about the old lady. "The riches belong only to you!" She remembered the old lady's words. She woke early and remembering the dream she put her hand under her pillow. To her surprise she found the purse. Was it magic? While it was still early, she gathered the very few things she owned and without looking back she ran from the house. She didn't stop at her village but carried on going until she couldn't run anymore.

Having rested, Alemayehu decided to buy herself some new clothes with some of the money in the purse. Then she decided to buy herself some lunch. She picked the most delicious food on the menu and sat in the middle of the village to eat. Whilst eating, she started to count the money in the purse. She realised that the purse had the same amount of money in as it did last the night before. It must be a magic purse. She started crying because she was so happy and relieved. She could finally set up her new life.

Back at the house, the stepfather realised that Alemayehu had left home and he also realised that the story about the old lady, the pot and the magic purse must be true. The Mpho sent his son to find the old lady, hopefully she would give him a magic clay pot and they too would become rich. Mpho soon found the old lady getting water from the well. Mpho could she was struggling to get water. He stood behind her, "Give me a pot!" He demanded.

Startled, the old lady turned around dropping the bucket into the well. "Hello young man, what can I do for you?"

"I want a pot!" Mpho replied. The old lady, undeterred by Mpho's rudeness, moved slowly to an old cart. She pointed to an especially large pot.

"That one's for you," she said. "There is one important rule, you must take it home before you break it open."

Mpho grabbed the pot. Ignoring her words, he smashed the pot right there. Dust rose from the ground and as it settled, he could make out the shapes of lions, elephants and rhinoceroses all running towards him. The young man was very scared, he started running home as fast as he could.

Alemayehu was a kind young woman who lived with her stepfather and stepbrother, Mpho. Her stepfather and stepbrother didn't treat Alemayehu very well, but that didn't stop Alemayehu being kind when she found the old lady struggling to get water out of the well. The old lady rewarded her with a pot that made her life better. Mpho on the other hand was very rude to the old lady and was left running home with nothing. The story is a reminder that being kind costs us nothing, but being rude could cost us everything!



Reflection

May we and our communities reap the reward of being known as kind.

"Kindness is rewarded, but you if you are cruel you hurt yourself." Bible: Proverbs 11:17 CEV.

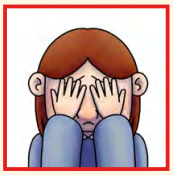
Summary of Alemayehu and the Magic Clay Pot

1) Once upon a time there was a young woman called Alemayehu who lived with her stepfather and stepbrother. 2) The stepfather wasn't very nice to Alemayehu and made her do all the work around the house. 3) One day the stepfather demanded that she went into the village to buy dinner. 4) On her way she met an old lady struggling by a well. Alemayehu offered to help the old lady. 5) Grateful, the old lady gave Alemayehu a clay pot and told her to take it home and break it open. 6) Alemayehu finished shopping, went home hiding the magic clay pot in her room. 7) After preparing dinner, she smashed the pot and found a purse full of money. 8) Her stepfather found and took the purse making Alemayehu very sad. 9) Alemayehu dreamt about the words said to her by the old lady ""The riches belong only to you!" She woke up and found the purse under her pillow. 10) Alemayehu took all that she had and ran to the next village where she found the purse was magic and would never run out of money. 11) Seeing Alemayehu had gone and realising that the purse was magic, the stepfather sent Mpho to find the old lady. 12) Mpho found the old lady, but he was very rude to her. The old lady gave him a magic clay pot and told him to take it home before breaking it open. 13) Mpho couldn't wait, he broke it there and then. 14) As the dust settled, he was chased home by lions, elephants and rhinoceroses.



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

Focus – Shame



Subsidiary Focus – Variations of Shame

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

- Printed **Body Language Images*** for shame – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Shame***
- **Variations of Shame – Big and Small***
- Small ball (e.g. table tennis ball), larger ball (e.g. tennis ball)

** Included in the Teacher's Guide.*

25.1 I See, I Hear

- Whilst presenting the assembly The Young Woman and the Magic Clay Pot' emphasise the feeling of sad, shame, angry, happy and scared. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

25.2a I See, I Hear

- Recount the story of 'Alemayehu and the magic clay pot' emphasising the feelings of sad, happy, angry, surprised and shame. Show the **'Body Language Images'**. Children copy and practise showing the feelings with their bodies.
- There are lots of words that we can use to describe feeling ashamed. Explain that there are different ways people show shame. Show and discuss the **'Variations of Shame'.** Practise the different ways shame could be shown on our faces. Don't explain the different variations of feeling ashamed (unless children ask).

25.2b I See, I Hear

- Recount the story of 'Alemayehu and the magic clay pot' emphasising the feelings of sad, happy, angry, surprised and shame. Show the **'Body Language Images'**. Children copy and practise showing the feelings with their bodies.
- There are lots of words that we can use to describe feeling ashamed. Explain that there are different ways people show shame. Show and discuss the **'Variations of Shame'.** Practise the different ways shame could be shown on our faces.
- Ask the pupils to discuss ordering the **'Variations of Shame'** least ashamed to most ashamed.



25.3a I Feel

- Repeat 25.2a.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel ashamed.
- Using a medium ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound small and others may feel, look or sound bigger.
- Show the **'Variations of Shame – Big and Small'.** Demonstrate that shame feelings could feel small (like feeling guilty) or they could feel big (like feeling embarrassed).
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

25.3b I Feel

- Repeat 25.2b.
- Use the **'I Feel Descriptions'** to describe the things you might feel inside when you feel ashamed.
- Using a small ball (table-tennis ball), a middle-sized ball (tennis ball) and a larger ball (small football) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger.
- Ask the pupils to think about which **'Variations of Shame'** could be shown by the small ball, medium ball or large ball.
- Children copy you acting out the small feeling growing and becoming a big feeling and then shrinking to become the small feeling. Repeat. Children act out feelings growing and shrinking with or to a partner. Ask for volunteers act out the feeling growing and shrinking.

25.4a I Understand

- Repeat the smaller feelings of shame growing to a large feeling of Shame.
- Read out some of the **'Understanding Shame Descriptions'.** After each one ask the children to show you a shame face.
- Act out the following feelings that Alemayehu may have felt:
  - Shame because she believed the words said to her by her stepfather and Mpho and she felt ashamed about who she was even though it wasn't true.
  - Surprised at being given a clay pot by the old lady.
  - Sad and Angry that her stepfather had taken the purse away.
  - Happy that the purse had magically appeared under her pillow.
  - Happy that she could set up a new life for herself.
- Mpho may have felt scared of the lions, elephants and rhinoceroses.

25.4b I Feel

- Repeat the smaller feelings of shame growing to a large feeling of Shame.
- Read out some of the '**Understanding Shame Descriptions'.** After each one, ask the children to show you a shame face.
- How do you think Alemayehu may have felt when…
  - she believed the horrible words said to her by her stepfather and Mpho about not being good enough even though it wasn't true?
  - the old lady had given her a clay pot?
  - her stepfather had taken the purse away?
  - the purse magically appeared under her pillow?
  - she could set up a new life for herself?
- How do you think Mpho may have felt when he was chased by the lions, elephants and rhinoceroses?

25.5 I Can

- Using a puppet pretending to be Alemayehu, explain that you feel ashamed and sad because your stepfather is always being nasty to you and says you are lazy and no good at anything. Explain how you feel inside **(see 'I Feel Descriptions').**
- Tell the children to say something nice about Alemayehu to make her feel better about herself.
- Advise Alemayehu that she doesn't need to believe the words of her stepfather because she is hardworking and she is good enough.



26. International Day of Happiness



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.

Download the PowerPoint or PDF images and have them ready to show. Alternatively describe the item instead, they are included below.

The 20th March is the International Day of Happiness. International means the whole world. It is a day for everybody to think about their own happiness and how we can improve the happiness of others. In 2016, Red, from the game and movie 'Angry Birds' helped the United Nations to promote the International Day of Happiness. In 2017 the Smurfs helped to share the United Nations three aims to improve the wellbeing and happiness of everyone. They are to end poverty, reduce inequality and protect our planet.

What makes you happy? Is everybody happy with the same things or do different things make different people happy? Have a look at the images and put your hand up if any of these make you happy? *You could have a clap-o-meter to find out which images make most people happy. Show all the images (or read out all the words), then reshow each image (or read out each word) asking the pupils to clap, the louder the clap the more it makes them happy. Then judge which is the most popular. You could also do this with how high they raise their hands. Do the same with the teachers.*

a) Cake
b) Cats
c) A good book
d) Video games
e) Sport
f) The weekend
g) Chocolate
h) A smile
i) Sunshine
j) Music

There are many things that make us happy but can we be happy when we don't have those things? What if we had them and then they were taken away? Are we able to control our happiness or is it just left to the things we have, or the situations we find ourselves in? It is often said that happiness is a choice.

Can anyone tell me what 'attitude' is? Our attitude is what we feel towards something. A positive attitude can help us to feel happy even in situations that you wouldn't expect to feel happy. If we decide not to enjoy something, it is certain that you won't

enjoy it, but if we decide to give it a go you never know, it might make you smile. If you decide not to be happy, then you won't be. The definition of happiness is feeling good (and who doesn't want that?) and if being happy is a choice then before you let anything get you down, choose happiness.

When we are happy, our face likes to share it with the world by turning up the corners of our mouth and producing a smile for all to see. But smiling is not only a result of being happy, but a smile can also make us happier. Smiles, noticed by others can often make them smile as well. Studies over the last 30 years suggest that if we force a smile on our own face, it can often make us feel happier inside. Smiley happy people are good to be around as they help to make the people around them happy as well.

Happiness is often linked to the community that we live and work in. In close communities, when one person is unhappy it can affect the happiness of others. If the community celebrates the achievement of one person, it can inspire and make the whole school happier. One verse in the Bible written by a man called St. Peter, stresses the importance of a happy community, it states that if we want to enjoy life and have lots of happy days, then we shouldn't say horrible words and we should never tell lies. If we say hurtful things and tell lies, then it will affect the happiness not only of the person we said the hurtful things to, but the happiness of our class and our community. St. Peter is right, if we want to enjoy life and have lots of happy days then the happiness of the other people around us is as important as our own.

The International Day of Happiness is a day to think about improving our own happiness and the happiness of others. Today we have thought about what makes us happy. We have thought about happiness as a choice, and about the choice we have to wear a smile. The Bible suggests a happy person is a blessed person no matter what they are going through. Finally, we suggested that our actions can affect the happiness of not just one or two people, but it can affect the happiness of our whole school.

Reflection

We know that our happiness, contentment and satisfaction depend on what goes on around us, but more importantly, it depends on what goes on inside of us. May we all be happy people. Let us help each other to be a happy learning community, a community that learns the essential skills to support and improve our well-being and the well-being of others.

"If you are cheerful, you feel good; if you are sad, you hurt all over." The Bible: Proverbs 17:22 CEV.



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

Focus – Feelings Pit Stop

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

- Download the **PowerPoint** or **PDF** images and have them ready to show. (Images can also be downloaded from the calendar feature – www.feelgoodassemblies.com)
- 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.*

26.1 I See, I Hear

- Whilst presenting the assembly 'International Day of Happiness' emphasise the feelings happy, sad and angry. 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.

26.2-5

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 and Shame 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'.**

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 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?



27. Sorry! Forgive! Easter! – Tom, Jack and the £20 note



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.

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

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

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

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

The best way of making things right is by quickly owning up, saying sorry and meaning it. It will help to make things better with the person that you wronged and also solve your feelings of guilt.

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

Tom, Jack and the £20 note

Tom and Jack have been best friends since they started primary school, they spend most of their spare time together, around each other's houses. If it weren't for the fact that they have separate parents, you could mistake them for brothers. One day they are around Jack's house, they're in Jack's room playing on the Xbox. Jack's mum calls Jack to ask him something about the weekend. Tom sees a £20 note sticking out of Jack's coat pocket. Tom's parents don't let him have an Xbox, or any other games console, he very rarely gets any pocket money. It's one reason why he spends so much time around Jack's. It wouldn't buy an Xbox, but it would be nice to have a little money. If he took the money, when Jack starts looking for it, he could just say that it must have fallen out of his pocket, no one will know. Tom grabs the £20 just as Jack re-enters the room and spots him with the money. What would you do if you were Jack? It is a difficult question when it's your best friend involved. On one hand he's your best friend, of course you can forgive him. But what about inviting him around again, can you trust him in your room alone? If you don't forgive him, will you have wasted all those years of friendship?

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



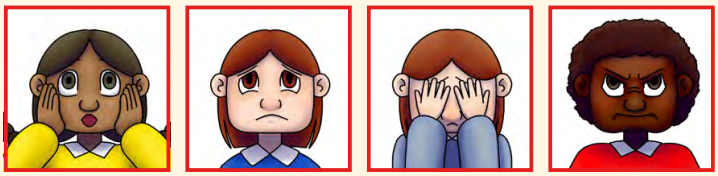
Reflection

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



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

Focus – Surprise, Sad, Shame (guilt) and Anger



Subsidiary Focus – Forgiveness

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

- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

27.1 I See, I Hear

- Whilst presenting the assembly 'Sorry! Forgive! Easter!' emphasise the feelings surprise, sad, shame (guilt) and anger. presented throughout the assembly. 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

- Re-read the story of 'Tom and Jack and the £20 note'.
- Jack would have been surprised to see Tom stealing and Tom would have been surprised to see Jack return so quick. Ask the children to show you what surprised may look like on their faces and in their bodies.
- Guilty is feeling sorry for the things you have done. We often feel guilty if we are caught doing something we know we shouldn't do. I'm sure that Tom felt guilty when Jack caught him stealing the £20 note. Feeling guilty and sorry is like feeling sad. Ask the children to show you what sad may look like on their faces and in their bodies.
- Jack may have felt angry with Tom for stealing his money. Ask the children to show you what angry may look like on their faces and in their bodies.

27.2b I See, I Hear

- Re-read the story of 'Tom and Jack and the £20 note'.
- How do you think Tom felt when he saw Jack?
- How do you think Jack felt seeing his best friend steal his £20 note?
- Jack would have been surprised to see Tom stealing and Tom would have been surprised to see Jack return so quick. Ask the children to show you what surprised may look like on their faces and in their bodies.
- Guilty is feeling sorry for the things you have done. We often feel guilty if we are caught doing something we know we shouldn't do. I'm sure that Tom felt guilty when Jack caught him stealing the £20 note. Feeling guilty and sorry is like feeling sad. Ask the children to show you what sad may look like on their faces and in their bodies.
- Jack may have felt angry with Tom for stealing his money. Ask the children to show you what angry may look like on their faces and in their bodies.

27.3 I Feel – I Understand

- Using a puppet pretending to be Tom, retell the story from Tom's point of view. The puppet explains how they felt surprised and guilty. Explain how you felt inside when you were surprised and when you felt guilty **(see 'I Feel Descriptions').** 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.

27.4 I Feel – I Understand

- Using a puppet pretending to be Jack, retell the story from Jack's point of view. The puppet explains how they felt surprised when they saw Tom stealing the money and then angry that he done it. Explain how you felt inside when you were surprised and when you felt angry **(see 'I Feel Descriptions').** 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.

27.5 I Can

- Forgive means to not let other people's actions make you feel angry. Feeling sorry is feeling sad about what you have done, wishing you hadn't done it in the first place and hoping you won't do it again in the future.
- In pairs ask the children to talk about the following questions. What should Tom do? What should Jack do?
- You may want the children to advise a puppet pretending to be Tom and then Jack.



28. Quarrelsome Quails



Preparation

Find and show an image of quails so that the pupils will know what a quail looks like. You may want to ask a group of pupils to read the story or ask children to act parts of it out.

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.

Quarrelsome Quails

The following story has been adapted from Buddhist teachings called the Jakata Tales. Once upon a time there was a large forest where there lived lots and lots of quails. Just outside the forest lived a man who made his living as a fowler, catching and selling quails. The fowler could make the noise of a quail crying for help. The quails that heard this cry would gather together, only to be caught in the fowler's net who would sell them in the local market. One day, the wisest of all the quails thought he heard a cry for help. He ran and ran, only to see a man throwing a net over a group of quails. From a distance, the wise quail saw the fowler put the quails into a basket and carry them out of the forest.

The wise quail called a meeting for all the quails in the forest. He explained what he saw. What a dilemma, they couldn't ignore the cry of a quail in need, but neither did they want to be sold at market. The wise quail had a plan. He told them, if you are caught in the net, you must work together, put your head through the holes in the net and then you must all fly together to the nearest thorn bush. Leave the net on the thorn bush and escape to freedom.

All the quails agreed, and they decided to try it if they were ever caught in the fowler's net. The next day the man entered the forest and again he made the cry of a quail in distress. Some quails gathered together to see what the noise was but were caught in the fowler's net. This time the quails worked together, they all popped their heads through the holes in the net, flew to the nearest thorn bush and escaped feeling relieved and happy. The net was left tangled in the thorns of the thorn bush and it took the fowler a couple of painful hours to free his net and he went home without any quails. The following day, the fowler repeated his call and the same thing happened. The quails he caught all flew to the nearest thorn bush and escaped. The man didn't catch any quails for the rest of the week. He went home sad.

No quails meant no money and no money meant no food. The fowler's wife became angry, she accused the fowler of not trying hard enough. The fowler told his wife, that just as she had become angry and started arguing with him, he needed to wait until the quails started arguing, they would stop working together and he would be able to catch them once again.

A few days later, whilst the quails were feeding, one quail misjudged his landing, and accidently stood on the head of a fellow quail. "I'm sorry" said the clumsy quail but to no avail and soon an argument broke out amongst the quails. The wise quail heard the squawking and told them that the conflict and arguing will lead to danger. It just happened that the fowler was in the forest with his net. On hearing the quarrelling and seeing the great gathering of quails he acted quickly catching more quails than he had ever caught before. Instead of working together, some sided with the clumsy quail and some sided with the angry quail. "Lift the net", one quail cried! "No, you lift the net!" another replied. Some flew one way and others flew in the opposite direction. The fowler, seizing the opportunity bundled the quarrelsome quails into the baskets. The happy fowler took them to the market and sold them for a good price.

Can anyone tell me what is the moral of this story? What two words would you use to sum up the main theme of the tale? The story of the quarrelsome quails is about teamwork. The story gives us a picture of what we can achieve if we work together. What did the quails achieve when they worked together? The story also highlights what can happen to teamwork when we argue and fight amongst ourselves. Why did the quails stop working together?

What is 'teamwork'? Teamwork is a group of people (or quails) working together. We have many opportunities to work together with other people at school.

- Reading with someone – e.g. buddy reading.
- Working with a partner or a group on a project.
- Sports teams.
- Throwing and catching in pairs or small groups.
- Playing in a music group.
- Singing with others.
- Standing in the lunch queue.
- Playing with a friend on the playground.

The story had a sad ending for the quails because they let arguments and quarrelling get in the way of working together. Just because we are in a team, it doesn't mean that the team will work. In the story of the quarrelsome quails, it took the wisest of the quails to help all the other quails realise what they could do if they worked together. Sometimes we need other people to help us realise what we can do when we work as a team. Teachers, adults or friends can help us to understand why we are working together. Teamwork often involves an aim or a goal.

The wise quail told them to fly to the nearest thorn bush, the wise quail didn't tell them to fly to any old bush in any direction. Can you imagine if all the quails flew in different directions? It would be like a weird game of tug of war, the quails would have been working against each other. The quails knew that they were working



together to escape from the net and they knew how to work together by flying in the same direction.

Reflection

Let us be thankful for team (name of your school) and for all those that are in team (name of your school), all the pupils, teachers, learning support assistants, receptionists, lunch time staff, cooks, cleaners and caretakers. May we all do our part to ensure that team (name of your school) is successful in all that we are trying to achieve.

Summary of The Quarrelsome Quails

1) There were lots of quails living in a forest. 2) A fowler, (a person who catches and sells birds), regularly caught some quails in a net, making the sound of a quail in need. 3) A wise quail called a meeting and suggested that when caught the quails work together to free themselves. 4) Over the next few days quails continued to be caught, but they all flew off in the same direction and escaped. 5) The fowlers wife became angry that he wasn't catching any quails. 6) A quarrel broke out amongst some of the quails. 7) The fowler heard the squawking and threw his net to catch the arguing quails. 8) The quails refused to work together and were caught, taken and sold at the market.



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

Focus – Teamwork
Subsidiary Focus – Happy, Sad and Angry



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

- See below for the materials required for each activity.

28.1 I See, I Hear

- Whilst presenting the assembly 'The Quarrelsome Quails' emphasise the feelings happy, sad and angry. 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.

28.2-5

- Recount the story of the quarrelsome quails.
  - Freezeframe a part of the story
  - Children tell you a sad part of the story.
  - Children tell you a happy part of the story.
- Remind the children that the story is about working together. What happened when the quails worked together? What happened when the quarrelled and began arguing?
- Choose a team building activity from the list below. You could do a different activity every day or repeat some.
- Once completed ask the children to think about how they worked together to complete the activity.

Silent Circle (Materials – Timer)

- Ask the children to stand around the room, probably touching a wall.
- Say go and start a timer.
- The children must arrange themselves sitting in a circle with or without talking.
- Stop the timer once they are sitting in a circle.
- Repeat to see if they can beat the previous time.



Cross the River (Materials – 2 or 3 Large pieces of Cardboard or Mats per group)

- Arrange the class into groups of 5 or 6.
- Decide on the river and the riverbanks. E.g. the carpet could be the river and either side are the river banks. You could also use opposite walls of the classroom. The smaller the river the easier the activity.
- Members of the group must cross the river, but they can only stand on the cardboard/mats. They must work together to stand on the pieces of cardboard whilst freeing up and passing forward other pieces of cardboard.
- You may wish to let one group complete this at a time and ask the rest of the class to watch how well they work as a team. What did they do well? What could they do better next time?

Floating Hula Hoop (Materials – Hula hoops)

- In groups of 4 or 5, children stand around a hula hoop.
- They must hold the hula hoop by using the fingertips of their index fingers.
- The group must work together to lower the hula hoop to the ground.

Do Not Wake the Dragon (Materials – Spare adult and possibly a computer with a microphone)

- Children must compete a task without talking or they might wake the dragon.
- An adult can pretend to be a sleeping dragon, they will stay asleep if there it is quiet, too much (or any noise) will wake the dragon.
- Alternatively use a sound meter website such as https://bouncyballs.org this will allow the children to see when they make a noise.
- Tasks could include:
  - Tidying the classroom
  - Putting themselves in hight order
  - Putting themselves in age order – month order etc…
  - Grouping according to eye colour
  - Grouping according to hair colour
  - All walking from one side of the classroom to the other
  - Completing one of the other teamwork challenges

Two children – Three legs (Materials – scarfs to lie legs together)

- In pairs, Children standing together tie the inside legs together.
- You could set up some cones slalom style.
- Children must work together to be able to navigate themselves in and out of the cones.

Forehead dots (Materials – sticky dots of different colours or face paint)

- Using only 3 or 4 colours, place a dot on everyone's forehead without the child seeing what colour is on their own forehead.
- Without talking the children must arrange themselves into groups of matching colours.

There are lots of team building games on the internet.



29. Character – The tale of two wolves



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

Before the assembly, ask a few pupils (and a teacher) to think about one of their favourite characters from a book, describe what the character is like and why they like them.

List characters from story books that the children will be familiar with – class texts, phonics book characters etc…

This week we are going to think about the meaning of a word. You may have heard this word when thinking about a story or when you are asked about the people in a book that you are learning about or reading yourself. The word 'character' refers to the people in a story or play. Can you think of any characters in any of the books you have been learning about or read recently or even the films and programmes you have watched? Have you heard of the following characters? Which book are they from and what are the characters like?

Have you heard of the following characters? Which book(s) are they from and what are the characters like?

- Any relevant characters from books you've read in class.
- Floppy the dog (Many titles from the Oxford Reading Tree)
- The Hungry Caterpillar (Eric Carle's 'The Very Hungry Caterpillar')
- The Cat in the Hat (Dr Seuss' 'The Cat in the Hat')
- Rocket (Nathan Bryon's 'Look Up!')
- The Gruffalo (Julian Donaldson's 'The Gruffalo')
- The Baddies (Julian Donaldson & Alex Scheffler's 'The Baddies')
- The Twits? (Roald Dahl's 'The Twits')

Do you have a favourite character? The character can be from a book, a film or a television series. What is it about the character that you like? Ask the pupils to describe their favourite character prepared earlier (see preparation). Characters in books, films and television series' come in all shapes and sizes. They may be human, superhuman, animals or even talking plants. They might not even be from this world. They might be kind or unkind, good or evil. They might remind you of you or they might be something

that you want to be in the future. We can often think of characters in stories as baddies or goodies. Lots of stories have characters that are good and characters that are bad.

There is a second meaning to the word character. It is also used to describe what a person is like. What are you like? Your character is made up of your feelings and the way you think about yourself and the way you think and act towards other people. Your character develops over time. Unlike the characters in some stories our characters are not just simply good or bad. Sometimes we can be the goodie in our own story and sometimes we can be the baddie. If we are a good friend or are kind and helpful, we can be the goodie. We can also be the baddie if we are unkind, say hurtful words or are selfish. There is an old Native American tale that helps to explain this.

The Tale of Two Wolves

An old tribal chief begins to teach his grandchild about life. "My beloved grandchild, there's a fight going on inside every man, woman, girl and boy, every adult and every child. It's a conflict that rages inside everybody. It's a struggle that connects us all. It is like a fight between two wolves. One of the wolves is called 'Evil'. This wolf is anger, jealousy, sadness, shame and greed, self-importance, unhappiness, guilt and lies. Evil can often think he is better than other wolves." The old man paused.

The grandchild was sad and slightly scared to hear about the wolf called 'Evil' and really wanted to hear about the second wolf. Hoping for a happier ending the child asked "Grandad, what is the other wolf like?"

The chief continued, "The other is called 'Good'. This wolf is joy, peace, love, hope, humility, kindness, generosity, truth, compassion and trust. This wolf cares about the feelings of others."

The grandchild thinks about this and then asks the grandfather, "Which wolf will win?"

The old chief replied, "The one you feed."

In the story of the two wolves the chief describes doing the right thing as a choice, we 'choose' to act on the school values and we 'choose' to do as we are asked. If we choose to do the right things, then we also choose the good things that come from them like good friendships and a helpful, happy school. Feeding the good wolf is choosing to 'think' and 'do' good things. As you act on the choices, they become part of your character.



Reflection

It is important for us to remember that we have the capacity to be good and bad. Today, may we focus on the good, trying to do what is right and celebrate that choice in others. Let us not judge too harshly when people do us wrong, knowing that we all do wrong things to others. Remember to say sorry when we know that we have wronged others. May the positive choices that we make today become part of our character tomorrow.

"Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved." Hellen Keller - When bad things happen, we can use our feelings and our choices to make ourselves stronger.

Summary of the Tale of Two Wolves

1) An old tribal chief tells his grandchild about the struggle we all have between doing what is right and doing what is wrong. 2) He describes it as a fight between two wolves. 3) One wolf is called 'Evil', it is anger, jealousy, sadness, shame and greed, self-importance, unhappiness, guilt and lies. 4) The second wolf if called 'Good'. This wolf is joy, peace, love, hope, humility, kindness, generosity, truth, compassion and trust. 5) The grandchild asks the grandad which wolf will win the fight. 6) "The one you feed", the chief replied.



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

Focus – Anger, Shame, Sad, Happy and Love



Subsidiary Focus – Goodies and Baddies

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

- Printed **Body Language Descriptions*** for anger, shame, sad, happy and love – See **Body Language Descriptions***
- **I Feel Descriptions***
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

29.1 I See, I Hear

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

29.2 I See, I Hear

- Place the relevant **'Body Language Images'** around the room - Anger, Shame, Sad, Happy and Love.
- Slowly re-read the Tale of Two Wolves.
- Pause when one of the relevant feelings are mentioned and ask the pupils to go to the appropriate card.
- Are there any other of the words that the children don't understand? E.g, self-importance is thinking that we are more important than other people, or compassion is helping others because we feel sad when they are sad.
- Children practise showing the feelings with their bodies.

29.3 I Feel

- Repeat the activities from 29.2.
- As pupils practise showing the feelings, use the **'I Feel Descriptions'** to emphasise how they might make us feel inside.



29.4 I Understand – I Can

- Many of the feelings that are described as the 'Evil wolf' are things that we can't help but feel. We may feel angry or sad or shame because of what happens to us. Once we've had this 'first feeling' we have a choice. We can see the situation as good, or we can see the situation as bad – it's like the fight that the grandfather talks about.
- Each of the following feelings is followed by a 'first feeling' statement and then a possible positive outcome. Ask the children to show a sad face because of the first feeling and then a happy face because of the positive choice.
- Jealousy
  - I have just heard that the teacher next door has been given a newly built, bigger, brighter classroom, with new tables and chairs and a really cool computer and screen. I can't help but feel jealous. I really want a new room with new tables and chairs and a new computer and screen, its making me feel sad.
  - Now I've thought about if for a while I'm really happy for the teacher. They have got a new room and I'm sure they'll be really pleased. They will really like it and the class will love it too.
- Anger
  - Tommy (or another name) has just come up to me and called me a really horrible name. It made me angry. I couldn't help it. Inside my heart started to beat faster and I felt hot inside. I wanted to shout at them.
  - But after I thought about it for a while, I remembered that Tommy has just fallen out will their best friend and they are sad at the moment – maybe they called me the bad name because they are not thinking properly right now. It made me feel better that I didn't feel angry for too long, but I still feel sorry for Tommy.

29.5a I Can

- Use a puppet to describe the first feelings of jealousy and anger in the activities from 17.4.
- Remind the children yesterday how you'd thought about the situation and changed to a positive outcome.
- Can the children advise the puppet to stop and think about the situation and then do something positive about it. What could we do if we find ourselves is a similar situation?
- Feeding the bad wolf means repeating the bad things. If we do the bad things, the bad things become easier to do. Feeding the good wolf means repeating the good things. If we do the good things, the good things become easier to do.

29.5b I Understand

- Recount the 'Tale of the Two Wolves'.
- Feeding the bad wolf means repeating the bad things. If we do the bad things, the bad things become easier to do. Feeding the good wolf means repeating the good things. If we do the good things, the good things become easier to do.
- Can you think of examples of when you have felt angry, sad, jealous or others and then thought about it and decided to turn it into a positive. This is like feeding the good wolf.
- There are lots of sayings that remind us that improving our character, or becoming a better person often involves making the right choices event though they seem hard at the time.
- Helen Keller, a lady who overcame lots of difficulties once said "Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved."
- Children talk to a partner about what they think the Helen Keller quote means. When bad things happen, we can use our feelings and our choices to make ourselves stronger.



30. Vaisakhi: Excited Aasa and the Vaisakhi 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 red. If using the shortened form, you may still wish to use other paragraphs that you feel are relevant for your children.

On the 13th or 14th April each year, Sikhs from all over the world celebrate the festival of Vaisakhi. Sikhi is a world religion that started in India many years ago. The Sikh religion was started by Guru Nanak Dev. Nanak was very interested in gods and religion. It is believed that when Nanak was in his thirties, he disappeared for three days. When he reappeared, he explained that he had met with God. He began teaching that people should show devotion to God. He preached that all people were equal, no matter where they came from. His message spread throughout the region of India where he lived called the Punjab. His followers became known as Sikhs. The village in which Guru Nanak was born was called Talwindi. The name of the village was changed to Nankana Sahib after he was born. A special Sikh building called a Gurdwara was built to mark the birthplace of Guru Nanak and many Sikhs visit the city and the Gurdwara on the anniversary of his birth.

A few hundred years after Guru Nanak died, a Sikh leader called Guru Gobind Singh brought the Sikh community together as one big family called the Khalsa. The festival of Vaisakhi remembers the events of this meeting. Guru Gobind Singh also introduced five symbols that members of the Sikh Khalsa still wear today over three hundred years later. Guru Gobind Singh said that members of the Khalsa should not cut their hair, this is called Kesh. He told them to wear a metal bracelet made from steel called a Kara. A Kanga or wooden comb is worn, often in the hair. Kachha are special shorts and a Kirpan is a type of sword.

Excited Aasa and the Vaisakhi celebrations

Aasa loved the festival of Vaisakhi. It was the day her community, the Sikh community, came together to remember the beginnings of the Khalsa. Aasa's dad would tell her the story of how the Khalsa was started by a Sikh leader called Guru Gobind Singh many years ago. Aasa loved hearing about five brave men called the five beloved ones. Guru Gobind Singh made them the first five members of the Khalsa. Guru Gobind Singh told the community that every Sikh that wanted to show their bravery and love for God could join the special group called the Khalsa. He told them that the members of the Khalsa had to wear a sort of uniform. They were five signs that members of the Khalsa would carry or wear. They included long hair, a special wooden comb and a steel bracelet.



Aasa looked forward to the time when she could join the Khalsa. Aasa's remembered going to the Gurdwara earlier that year to watch her older brother, Amar, join the Khalsa. The Gurdwara is the special building where her community meet, sing special songs and listen to the Sikh special book being read. They often have a meal together called a langar. On the evening before the festival, Aasa was very excited. She didn't eat much at teatime because she was talking about what she was going to do at the festival. She took ages to draw and decorate a flag. She did get ready for bed very quickly, but she continually interrupted her dad as he retold her the story of the five beloved ones and the beginning of the Khalsa. She struggled to get to sleep as she thought about Vaisakhi.

The next morning Aasa woke up early. She watched her dad get ready. She loved watching her dad tie up his long hair and cover it with a turban. After Aasa had put on her best clothes, she went with her family to the Gurdwara. They all had to take off their shoes before going into the hall where the Guru Granth Sahib was being read out. Aasa knew that the Guru Granth Sahib was the most important Sikh book and it should be shown respect at all times. Aasa and her family bowed to the book which was at the front of the room and listened to a man reading from it.

Aasa's favourite part of Vaisakhi was the parade. There was special music and dancing and Aasa waved the flag that she had made especially for the festival. She watched as her dad and brother Amar performed a special dance with swords. It all looked very impressive. When the parade had finished, Aasa watched as the flag outside the Gurdwara was taken down, and flagpole washed before a new flag was raised.

It has been an exciting day, but Aasa was now very tired. She was glad to get home. After getting into bed, her mum asked her what her favourite part of the day had been. Aasa smiled. "All of it, I loved all of it!" she said and with that she fell sound asleep.

Reflection

We are thankful for the variety of beliefs and traditions that exist in our communities. May we have the courage to act on and stand up for the things that we believe in whilst respecting the beliefs and actions of others.

"Make your mind the farmer, good deeds the farm, modesty the water, and your body the field." (Guru Granth Sahib p595)

"A joyful heart makes a cheerful face." The Bible: Proverbs 15:13 NASB.



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

Focus – Being Excited



Subsidiary Focus – Overwhelming feelings of excitement

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

- Printed **Body Language Descriptions*** for happy – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Happy***
- Balloon

* *Included in the Teacher's Guide.*

30.1 I See, I Hear

- Read the assembly 'Vaisakhi'. Emphasise the feeling of being excited 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.

30.2 I Feel

- Re-read the first two paragraphs of 'Excited Aasa and the Vaisakhi celebrations.' Emphasise how excited Aasa is on the evening before the festival. Show the **'Body Language Image'** for happy **(see 'Body Language Descriptions').** Children copy and practise showing the feelings with their bodies.
- Show the **'Variations of Happy'**, focus on 'excited'.
- Re-read the final part of the second paragraph to the children (see below). To demonstrate Aasa becoming more excited, start by blowing up a balloon a little bit. As Aasa becomes more excited blow up the balloon a little bit more. Demonstrate becoming more and more excited in your facial expressions and body language.
- *On the evening before the festival, Aasa was very excited. Aasa was very excited. She didn't eat much at teatime because she was talking about what she was going to do at the festival. She took ages to draw decorate a flag. She did get ready for bed very quickly, but she continually interrupted her dad as he retold her the story of the five beloved ones and the beginning of the Khalsa. She struggled to get to sleep as she thought about Vaisakhi.*
- In pairs or as a group, discuss when have the children felt excited.

30.3 I Understand

- Repeat 30.2
- In the story Aasa was so excited that she:
  - She didn't eat much.
  - She couldn't focus on decorating her flag.
  - She kept interrupted her dad.
  - She struggled to get to sleep.
- Children act out the above with one child acting to the whole group or to a partner.
- In pairs or as a group, discuss when have the children have been too excited to eat, concentrate or sleep.

30.4 I Can

- Explain that there are many times when our feelings can become too much, a bit like this balloon. Blow up the balloon in front of the children (if a child doesn't like balloons use a large and small ball). Let some air out so that it becomes a medium sized balloon. What can we do to help us go from a big balloon to a medium sized balloon?
- What happened to Aasa when she became too excited? See 30.3a
- When you get over-excited, we can use the ABC.
    - **Aware**: Once we realise we are getting excited or over-excited, we can do something about it.
    - **Breathe**: We then can think about what our bodies are doing. Focus on our breathing.
    - **Calm**: We can think about the other ways we can calm ourselves down.
- Pretend you are Aasa and you are excited. What would your face look like, what would your body look like?
- Act out the following things Aasa could do to calm down:
    - Listen to your breathing.
    - Listen to your heartbeat.
    - Think about the excited facial expression and body language.
    - Take a walk (even round in circles).
    - Stretch your arms up high and then touch your feet.
    - Imagine you are looking at a nice garden. Your back garden, the school garden, grandparents garden, the local park etc…
    - Imagine the feelings of excitement deflating like air being released from the balloon.
    - Breathe in, put your lips together and force the air out of your mouth.
    - Imagine you are looking at yourself deflating.
- In pairs ask the children to talk about which ones they liked doing.

30.4b only - Why do you think these would help Aasa calm down if she was over excited?

30.5 I Can

- Ask the children to think of the different things Aasa could do to calm down if she was over excited. Act out the ones the children can remember to a partner.
- Using a puppet pretending to be Aasa, explain how excited you felt the night before Vaisakhi, paragraph two of 'Excited Aasa and the Vaisakhi celebrations'.
- Use the balloon to demonstrate that Aasa got more and more excited and as a result:
    - She didn't eat much.
    - She couldn't focus on decorating her flag.
    - She kept interrupted her dad.
    - She struggled to get to sleep.
- Ask the children advise Aasa on what she could do to calm down when she gets over excited.



31. Be Friendly – Besties Janie and Thomas



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

Can anybody tell me what a 'friend' is? The word friend means someone who you know well, someone you like a lot, but isn't usually a member of your family. A friend is someone you can trust. When you go on holiday, you might 'make friends' with other children even though you'll never see them again. You might have swimming lessons, you might call those in your swimming class your friends even though you only see them once each week at the swimming pool. You may see some of your friends when you are only at school. You may have friends that you invite over to your house, or they may invite you. Your teachers may have friends on Facebook that they only met once and have never spoken to since. The word friend can be used for someone we have known for a long time, but it can also be used for someone who we like, even though we don't know them very well and don't see very often. We're now going to hear a story about two best friends.

Besties Janie and Thomas

Thomas would often be seen about the school pushing Janie around in her wheelchair. They had been at school for five years and in that time had become best of friends. They were inseparable. Janie could still remember when they first met. Mr Stephens had paired them together to complete a block sorting activity, sorting the blocks into different colours and shapes. Janie had already worked with a boy called Jack. Jack decided how they were going to sort the blocks. Jack sorted the blocks by different colours. Jack then sorted them by shapes. Janie felt left out. When Janie worked with Thomas, Thomas asked Janie how she'd like to sort them. From then on Janie just knew that she was going to get on with Thomas.

One morning, Thomas came into school looking very sad. His eyes were red and he looked like he'd been crying. Thomas told Janie that he and his mum were moving away. She immediately started to cry. Thomas was her best friend, they did everything together and now Janie wasn't going to see him anymore. She felt horrible inside. It didn't seem fair. Janie wheeled herself to the place in the classroom where they could go to calm down. She cried uncontrollably for what seemed like ages. Thomas didn't know what to do. Mr Stephen's asked another girl in the class to go and sit with Janie. Over the next few days, Janie would burst into tears whenever she thought of Thomas moving away.

Thomas's last day at school came soon enough. Janie wasn't as sad as the day she heard he was moving away, but she was still sad. She decided not to let it ruin her last day with Thomas. Janie and Thomas went around the school so Thomas could say goodbye to all his teachers. He'd written them all goodbye cards to say thank you for looking after him whilst at the school. Janie gave Thomas a block as a going away present to remind them of the first time they met.

After Thomas had moved away, Janie and Thomas kept in touch with each other. They would video call each other every week and Janie would also write him letters to tell him about what was going on at school. Thomas would draw pictures of his new school and his new house so that Janie knew what they looked like. Janie missed Thomas for a long time after he left, but she was so glad that they were able to keep in touch.

Thomas and Janie were best friends. When they met, Thomas showed that he was friendly by being interested in how Janie wanted to sort the blocks rather than just thinking about himself. The word 'friendly' describes what it is to be a friend. How would describe friendly? A simple description of friendly is 'kind and pleasant'. What similar words for friendly can you think of? Kind and pleasant are obviously two. Other words could be welcoming, good, nice, pleasant, loving, caring, loyal, sympathetic, helpful, faithful and are all qualities of a friendly person. One proverb in the Bible states that 'A person who has friends must… be friendly' (Proverbs 18:24 NKJV). To have good friends we need to be a good friend. We should be able to trust our friends and our friends should be able to trust us. What would happen if our friends lost their confidence in us, or we lost our confidence in our friends? The proverb says to have friends means being friendly. To be able to trust others, first they need to be able to trust us.

Reflection

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

"Anxiety weighs down the heart, but a kind word cheers it up.' The Bible: Proverbs 12:25 NIV.

"A person who has friends must… be friendly." The Bible: Proverbs 18:24 NKJV.

Summary of Besties Janie and Thomas

1) Thomas and Janie were best friends. 2) Janie remembered the first time they met, Thomas kind and cared about what Janie wanted to do. 3) Thomas told Janie that he was moving away. 4) Janie was very upset and cried and cried. 5) On Thomas' last day, Janie was sad, but she didn't want it to ruin her last day with Thomas. 5) They still kept in touch after Thomas had moved away. 6) Janie missed Thomas for a long time after he left, but she was so glad that they were able to keep in touch.



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

Focus – Sad



Subsidiary Focus – Overwhelming feelings of Sadness

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

- Printed **Body Language Descriptions*** for sad – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Sad***
- Small ball (e.g. table tennis ball), medium sized ball (e.g. tennis ball), large ball (small football)

** Included in the Teacher's Guide.*

31.1 I See, I Hear

- Read the assembly 'Be Friendly'. Emphasise the feeling of being sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

31.2 I Feel

- Recount the story, 'Besties, Janie and Thomas'.
- Emphasise how sad Janie is when Thomas tells her that he and his mum are moving away. Show the **'Body Language Image'** for sad **(see 'Body Language Descriptions').** Children copy and practise showing the feelings with their facial expressions and bodies.
- Show the **'Variations of Sad'**, focus on 'upset' and 'distressed'.
- Re-read the second, third and fourth paragraphs of 'Besties Janie and Thomas.' Using a large, medium and small ball, explain that Janie felt really upset when she first heard that Thomas was leaving. Show the medium sized ball to show how sad she felt on Thomas' last day. Show the small ball to show how Janie felt not having him in school, even though she was glad (happy) that they were able to keep in touch.
- In pairs or as a group, discuss when have the children felt sad.

31.3 I Understand

- Repeat 31.2
- Janie was very upset (show the large ball) because she thought she'd never see Thomas again.
- Janie was upset (show the medium ball) because it was Thomas's last day. She chose to make the most of her last day with Thomas.
- Janie was sad (show the small ball) that he had left school, but she was glad (happy) that they were able to keep in touch.
- Children act out the above scenarios. One child could act it out to the whole group or to a partner.
- In pairs or as a group, discuss when have the children have been very upset. What did they do or what did their adults or friends do to make them feel better?

31.4 I Understand – I Can

- Repeat 31.3
- Use some of the **'Understanding Sadness Descriptions'** to describe why we might feel sad.
- Janie was sad because she lost her best friend, she was sad she couldn't see Thomas at school. She missed Thomas.
- Sometimes being sad will stop over time. Janie will get used to Thomas not being around. Janie will be able to play with other friends in her school.
- Sometimes we are sad because we focus on how bad things are. Discuss what things Janie could think about to make herself feel better?
    - Janie can't change what happened. Thomas had to move away.
    - Janie hopes that Thomas will make friends in his new school.
    - Janie will be able to play with other children in her school.
    - Janie will still be able to see and talk to Thomas online.
    - Janie knows she will always miss Thomas being at school, but the feelings will change over time.

31.5 I Can

- Recount the story, 'Besties, Janie and Thomas' by asking the children to freezeframe a part of the story and getting the other children to guess which part of story it is.
- In pairs or as a group, discuss when have the children have been very upset. What did they do or what did their adults or friends do to make them feel better?
- Using a puppet pretending to be Janie, describe how you felt when you heard that Thomas was leaving school, how you felt on his last day and how you felt once he'd left.
- Ask the children to advise Janie on how she could make herself feel better.



32. Bottling it up



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

For day 32.3 you will need an unopened 500ml bottle of fizzy drink, a bowl and some paper towels. (Don't use lemonade. It is clear and not as dramatic).

Today we are going to be thinking about the feelings of Anger. Can you all show me your best 'angry face'. There are different ways that we can feel angry. *Show the* ***'Variations of Anger'***. I need a volunteer to put these words in order of least angry to most angry (or order them collectively). Different situations may affect us in different ways. Some situations may make us angrier than others. The problem with anger is that it often stops us from being able to think through situations. It can often lead us to say or do things that actually make the situation worse.

These are two very short stories about anger.

The Mouse and the Bull (an Aesop fable)

There was once a mouse. She was a cheeky mouse that used to like to wind up a bull. Although the mouse was only small, she was very good and making the big bull lose his temper. One day, whilst the bull was having his afternoon nap, the mouse sneaked up to the bull and nibbled his nose. The bull woke up in such a rage. He charged at the mouse but she escaped in a hole in a big strong stone wall. The bull was so angry that he began to charge at the wall. Wham! The noise of the bull's horns hitting the wall could be heard from a long way away. In his fury, the bull carried on charging at the wall. Again and again, the bull ran at the wall smashing his horns against it, but the wall did not move, it stood firm. Finally the bull gave up exhausted and with a sore head.

The Lion and the Ass/Donkey (an Aesop fable)

There was once a wise lioness walking through a forest. Most of the animals of the forest bowed low as a sign of respect as the lioness walked past. The donkey however was known for being rude. The donkey liked to call the other animals horrible names or ignore them when they talked to him. The donkey walked up behind the Lioness and called her a horrible name. The lioness felt a flash of anger and turned to see who had

insulted her. Seeing the donkey, the lioness quickly ignored him and carried on her walk through the forest.

Anger is an emotion that we can all have, and we can feel angry for all sorts of reasons. Frustration is a form of anger that you may feel when something isn't going your way, maybe you've tried to count to 5 or 10 or 20 and you keep getting two numbers mixed up again and again. Or you're building a big tower out of blocks, but it keeps on falling down again and again. Annoyance is another feeling of anger that you may get when someone is trying to wind you up the wrong way or if someone is doing something that you don't want them to. Being frustrated and annoyed are often a good way of helping us to make good choices. If you can't solve a maths problem, frustration should lead you to go and ask for help from a friend or a teacher, to look in your book or at the work on the walls. If someone is annoying you, it might be because they are treating you or someone else unfairly, feeling annoyed may help you to fix the situation by saying something kind or getting a teacher to come and sort it out. Stopping and thinking when we start to feel angry, frustrated or annoyed can help us to think about the choices we have.

Sometimes those feeling of annoyance or frustration can build up inside of us. Imagine you are completing a maths problem and you keep getting it wrong, you've tried and tried, and you start to get frustrated. As the feelings of anger start to increase what are the choices? You could be like the Lion. You could ask a friend or a teacher, look in your book or at the work on the walls to find a solution, or you could be like the bull and let the anger build so that you snap your pencil, throw your work to the ground! Or, if a friend is annoying you, you could be like the lion and move away from your friend and let them start doing something else and let yourself calm down, or you could be like the bull and go up to them nose to nose, shout in their face and push them over and then storm off. We know that pushing them over is never the right thing to do. It's easy to know what we should do when we don't have angry feelings. But when we are in those situations it's not so clear what the right decision should be. Stopping and thinking when we are angry will enable us to think about the choices we have. Choosing to cool down rather than blowing your top will become easier the more we practise it.

Have you heard the phrase 'bottling it up'? What happens to a fizzy drink if we shake the bottle? The pressure builds up inside. What will happen if you take the lid off? Have you ever seen sports people when they shake a bottle of champagne at the end of a race. The lid pops off and they spray the champagne over each other. If you keep the lid on a fizzy drinks bottle, but keep on shaking it up, the drink will lose its fizz and sparkle. Feelings like anger are often our bodies way of telling us to sort something out, to release the pressure. Anger is a feeling that we can use to help us change a situation for the better. If we don't do anything about it, if we keep it to ourselves, if we think about what made us angry when we are on our own, we can bottle those feelings up. Like shaking a fizzy drink, bottling up our feelings can build up the pressure inside until we pop or lose our fizz and sparkle. Think about the bull in the story. Talking about our feelings is a way of stopping that pressure building up. It is easier to talk about our feelings and our emotions if we know what we are feeling and why we are feeling them.



Reflection

We know that emotions and feelings connected with anger are part of who we are and what make us human.

Annoyance and frustration can often help us to choose and make things better, to seek help or to solve a problem for ourselves. May we stop and think when we are angry and may it help us to be like the lion and not the bull in the stories that we heard today.

"Hot tempers cause arguments, but patience brings peace." The Bible: Proverbs 15:18 GNB.

"A gentle answer deflects anger, but harsh words make tempers flare." The Bible: Proverbs 15:1 NLT.

"Stupid [or Foolish] people express their anger openly, but sensible people are patient and hold it back." The Bible: Proverbs 29:11 GNB.

"The Messenger of Allah said to us: When one of you becomes angry while standing, he should sit down. If the anger leaves him, well and good; otherwise he should lie down." Hadith: Sunan Abi Dawud 4782.

Summary of The Mouse and the Bull (an Aesop fable)

1) There was one a cheeky mouse that liked to wind up a bull. 2) Whist the bull was taking an afternoon nap the mouse nibbled his nose. 3) The bull flew into a rage. 4) The bull charged the mouse who escaped in a hole in a big stone wall. 5) The bull charged at the wall again and again but the wall stood firm. 6) Finally the bull gave up exhausted and with a sore head.

Summary of The Lion and the Ass or Donkey (an Aesop fable)

1) There was one a lioness walking through a forest. 2) Most of the animals bowed low as she walked past 3) The donkey, who was known for being rude, walked up behind the lioness and called her a horrible name. 4) The lioness turned felt a flash of anger and turned around. 5) Seeing the donkey, the lioness turned and carried on her walk through the forest.



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

Focus – Anger



Subsidiary Focus – Overwhelming feelings of Anger

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

- Printed **Body Language Descriptions*** for anger – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of Anger***
- 500ml unopened bottle of fizzy drink
- A bowl and some paper towels
- Toy cow (optional)

** Included in the Teacher's Guide.*

32.1 I See, I Hear

- Read the assembly 'Bottling it up'. Emphasise the feeling of being angry. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what this feel may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

32.2 I See, I Hear

- Re-read the two Aesop's fables. Show the **'Body Language Image'** for anger **(see 'Body Language Descriptions')**. Children copy and practise showing anger with their bodies.
- Show the **'Variations of Anger'**, focus on furious and annoyed. Emphasise that the lioness felt a flash of anger and she may have felt annoyed but the bull was furious.
- Show how the lion and bull both show anger with their bodies. First pretend to be the lion, growing from annoyance to the feeling of fury and rage felt by the bull and then vice-versa.

32.3 I Feel – I Understand

- Repeat 32.2
- Talk about why the lioness and the bull felt angry.
    - The lioness felt angry because the donkey was trying to wind her up. When she realised that it was the donkey and that the donkey was trying to wind her up she immediately calmed down and carried on what she was doing.
    - Like the donkey, the mouse liked to wind up the bull. The bull let the mouse get to him and became furious. He lost his temper and ran at the mouse. He then carried on trying to knock down the wall even though he knew he wouldn't be able to. When we are angry and we've lost our temper we can do or say things that we know are not the right things to do or say.
    - Show how the lion and bull both show anger with their bodies. First pretend to be the lion, growing from annoyance to the feeling of fury and rage felt by the bull and then vice-versa.

- Using a non-shaken up bottle of fizzy drink. Explain that the lioness felt a flash of anger for a moment. Tap the bottle (carefully) like feeling the flash. Ask the children what they think will happen when you open the bottle. Open the bottle – hopefully it won't go everywhere. Put the lid back on the drink. Shake the bottle explaining that the bull let the anger build up (probably because the mouse had done this type of thing again and again.) Ask the children what they think will happen when you take the lid off. Open the shaken-up bottle over a bowl.
- This is how we can feel when we are overwhelmed with feelings of anger.

32.4 I Can

- Recount the Aesop's fables, by asking the children to freezeframe a part of the story and getting the other children to guess which part of story it is.
- When we are angry and we've lost our temper we can do or say things that we know are not the right things to do or say.
- What could the bull do about feelings of anger? Discuss some or all the strategies below.

Before the bull got angry

- Talk to someone who cares about how the mouse annoys him and tries to wind him up, don't bottle up the annoying feelings.
- Realise that it is the mouse that makes him angry.
- Stay away from the mouse (when he can).
- Forgive the mouse for annoying him.

After or during the bull being angry

- Use the ABC when he feels likes he's losing his temper.
  - **Aware:** Once we realise we are getting angry, we can do something about it.
  - **Breathe:** We then can think about what our bodies are doing. Focus on our breathing.
  - **Calm:** We can think about the other ways we can calm ourselves down.
- Think about good things.
- Listen to your breathing.
- Listen to your heartbeat.
- Think about the angry facial expressions and body language.
- Take a walk (even round in circles).
- Stretch your arms up high and then touch your feet.
- Imagine you are looking at a nice garden. Your back garden, the school garden, grandparents garden, the local park etc…
- Imagine the feelings of excitement deflating like air being released from the balloon.
- Breathe in, put your lips together and force the air out of your mouth.
- Imagine you are looking at yourself deflating and feeling calm.

32.5 I Can

- Use a puppet or toy cow/bull to recount the story of the Mouse and the Bull.
- Show the bottle of fizzy drink. Remind the children that the bull let the feelings of anger build up until he lost his temper.
- Ask the children advise the bull about what he could:
  - To stop him losing his temper.
  - To calm down once he'd lost his temper.



33. World Environment Day



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

The 5th of June each year marks the United Nations World Environment Day. It is a day to think about and do something to help protect our environment. World Environment Day is a day to think about how we can help and protect our planet. It is also a day to spend some time thinking about how important and special our planet is to us. The Earth is our home and it provides for all our needs and our wants. Everything we wear, everything we eat, drink and use to build our homes is connected to our Earth. If we don't look after the Earth, the Earth may not look after us.

Humans have thought about the question, 'where did the Earth come from?' for thousands of years. It is a question that can help shape how we care for and look after our planet. Today, scientific theories may help to answer these important questions. All cultures, peoples and religions have had their own explanation as to how the world began. This week we are going to hear the creation story from the Bible and the Torah. By hearing and thinking about this story we will reflect on just how amazing and just how important the world is to us and the many people that live on our planet.

Hi there, my name is Ariel and I'm an angel. I've spent all my existence here in heaven with my fellow angels, doing… well, doing what angels do. Recently we've all been getting really excited up here. You see, God has been making stuff. Well, when I say 'making' I mean 'creating' stuff out of nothing. It started last Sunday, we angels were going about our business when we spotted something we had never seen before. It was a planet, the planet Earth. It was difficult to make it out as it was surrounded in darkness, but we could just make out that it was like a large ball suspended in space. We heard a voice and all of heaven stopped and looked. God said 'Let there be light'. Immediately warm, bright, fresh light illuminated the Earth. We could see the Earth clearly, it was covered in water shimmering with the newly formed light. The light God called day, but eventually the light began to disappear. The darkness he called night.

On Monday morning we saw light returning to the newly formed planet. God's voice sounded and again all of heaven stopped to see what would happen next. "I will separate the water in the seas from the water in the sky." As I looked a blue haze began to encase the Earth and I could just make out what looked like cotton clouds. As the light

began to fade, heaven returned to its normal business.

God started early on Tuesday and I woke up to the sound of his voice. As he spoke, we could see dry ground coming out of the water. God looked at the Earth with its' seas and lands and said, "It is good!" As we admired God's handiwork, we began to see plants and trees coming straight out of the ground. A rainbow of colours flooded the Earth as the flower buds began opening. As the light began to fade, I stared trying to capture every last drop of colour before it was erased by the darkness.

Wednesday arrived with a great anticipation in heaven. What was God going to do today? We didn't need to wait long. The noise of our excitement ceased as God's voice rang out. A huge light appeared in the sky some distance from the Earth and what seemed like a small planet started circling the Earth. The Sun began warming the Earth and I could tell that the trees and flowers enjoyed it. As it began getting dark, we could still make out the mountains and lakes illuminated by the reflected light of the Moon. Little lights started appearing like pinholes of light breaking through the cover of night. I could have watched it forever but I could feel my eye lids getting heavier and heavier.

On Thursday I woke to a great commotion in heaven. God had begun creating living creatures swimming in the crystal-clear waters of the seas and rivers. Birds appeared flying over the Earth, their singing equalled that of any heavenly choir. In both the waters and sky were creatures of all shapes, sizes & colours. Like the evening before, I sat and watched trying to take it all in.

More creatures appeared on Friday, but these didn't live in the seas or the sky, they moved over the Earth. Creatures that you couldn't even begin to imagine began appearing. Small animals, large animals, slithering, crawling, walking, jumping, running. It was a sight to behold. As we tried to take in what we could see, God spoke and heaven once again became still in an air of anticipation. "Let us make man in our image." They appeared and God went down and spoke with the humans, he asked them to look after what he had created.

Our world is amazing. Today, many people think the world is about 4.5 billion years old (which is very old). Imagine if you could squash all of that time into six days and we could actually watch the world unfold into what we see today.

- On what day of the Christian and Jewish creation account would you most liked to have woken up on?
- What would you like to have seen being created the most? Why?
- What big, important questions does this creation account help us to answer?

Reflection

We are thankful for our planet Earth, for the amazing variety of plants and animals that live on it. May we be grateful for the resources that the Earth provides for all its creatures and may we play our part in ensuring the Earth continues to look after us for generations to come.



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

Focus – World Environment Day
Subsidiary Focus – Awe and Wonder



Open and display the PowerPoint or PDF

33.1

- Read the assembly 'Bottling it up'. Emphasise the awe and wonder that we can have about our world. Over emphasise and exaggerate your facial expressions and the use of your voice. Use words like amazing, wonderful, incredible, stunning etc… Emphasise the feeling of surprise throughout the retelling of the story.
- This is an important story to many people who live around the world. It is not a scientific account of how the world came to be. You may want to emphasise that this is a story to help us understand how special the world is and why we should look after it – because it's amazing!
- Use the reflection to finish each daily session.

33.2

- Show Slides 1, 2 and 3 as you read the following:
- Hi there, my name is Ariel and I'm an angel. I've spent all my existence here in heaven with my fellow angels, doing… well, doing what angels do. Recently we've all been getting really excited up here. You see, God has been making stuff. Well, when I say 'making' I mean 'creating' stuff out of nothing. It started last Sunday, we angels were going about our business when we spotted something we had never seen before. It was a planet, the planet Earth. It was difficult to make it out as it was covered in darkness but we could just make out that it was like a large ball suspended in space. We heard a voice and all of heaven stopped and looked. God said 'Let there be light'. Immediately warm, bright, fresh light illuminated the Earth. We could see the Earth clearly, it was covered in water shimmering with the newly formed light. The light God called day, but eventually the light began to disappear. The darkness he called night.
- On Monday morning we saw light returning to the newly formed planet. God's voice sounded and again all of heaven stopped to see what would happen next. "I will separate the water in the seas from the water in the sky." As I looked a blue haze began to encase the Earth and I could just make out what looked like cotton clouds. As the light began to fade, heaven returned to its' normal business.
- Discuss the following questions as a group or in pairs:
  - Have you ever felt the warm of the day light? How did it make you feel?
  - What is your favourite part of slide 1, 2 or 3?

33.3

- Show Slides 4 and 5 as you read the following:

- God started early on Tuesday and I woke up to the sound of his voice. As he spoke, we could see dry ground coming out of the water. God looked at the Earth with its seas and lands and said, "It is good!" As we admired God's handiwork, we began to see plants and trees coming straight out of the ground. A rainbow of colours flooded the Earth as the flower buds began opening. As the light began to fade, I stared trying to capture every last drop of colour before it was erased by the darkness.

- Discuss the following questions as a group or in pairs:
  - What is your favourite colour?
  - Have you got a favourite plant or flower?
  - Imagine trying to see all the colours at the same time.
  - What is your favourite part of slide 5?

33.4

- Show Slides 6 and 7 as you read the following:

- Wednesday arrived with a great anticipation in heaven. What was God going to do today? We didn't need to wait long. The noise of our excitement ceased as God's voice rang out. A huge light appeared in the sky some distance from the Earth and what seemed like a small planet started circling the Earth. The Sun began warming the Earth and I could tell that the trees and flowers enjoyed it. As it began getting dark we could still make out the mountains and lakes illuminated by the reflected light of the Moon. Little lights started appearing like pinholes of light breaking through the cover of night. I could have watched it forever but I could feel my eye lids getting heavier and heavier.

- Discuss the following questions as a group or in pairs:
  - Imagine seeing the sun and moon for the first time?
  - Have you ever looked up on a stary night and seen all the stars across the sky? The sky looks so big and amazing!
  - What is your favourite part of slide 6 or 7?

33.5

- Show Slides 8 and 9 as you read the following:

- On Thursday I woke to a great commotion in heaven. God had begun creating living creatures swimming in the crystal-clear waters of the seas and rivers. Birds appeared flying over the Earth, their singing equalled that of any heavenly choir. In both the waters and sky were creatures of all shapes, sizes & colours. Like the evening before, I sat and watched trying to take it all in.
- More creatures appeared on Friday, but these didn't live in the seas or the sky, they moved over the Earth. Creatures that you couldn't even begin to imagine began appearing. Small animals, large animals, slithering, crawling, walking, jumping, running. It was a sight to behold. As we tried to take in what we could see, God spoke and heaven once again became still in an air of anticipation. "Let us make man in our image." They appeared and God went down and spoke with the humans, he asked them to look after what he had created.

- Discuss the following questions as a group or in pairs:
  - What are your favourite creatures?
  - On what day of the Christian and Jewish creation account would you most liked to have woken up on?
  - What would you like to have seen being created the most? Why?
  - What is your favourite part of slide 8 or 9?
  - Why should we look after the Earth?
  - How could we look after the Earth?



34. The Mouse and the Lion



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.

This year we have heard lots of stories about people who have felt scared for lots of different reasons. We heard the story about Ramesh and his brother Abheek queuing to go on a rollercoaster at a theme park. Abheek and Ramesh were both nervous and Abheek wanted to go back to his nan. But Ramesh told Abheek the story about his first time on a rollercoaster and how it had become one of his favourite memories. Abheek decided to go on the rollercoaster even though he was still nervous.

We explored the stories of why all or parts of the sun or moon seem to disappear during an eclipse. Do you remember the native American Pomo myth about the bear having an argument with the sun? It ended with the bear biting the sun. Or the Viking folktale of Sôl (the sun) and Mani (the moon) being chased by the Wolves Hait and Skoll. Many people throughout history were scared that the sun or moon wouldn't return. So, they would shout and make a lot of noise to scare away whatever it was causing the eclipse.

We learnt about the story of Rosa Parks who was brave enough to break a law that made her stand up on a bus if a white person needed to sit down. Rosa must have felt scared knowing that she might be arrested by the police, but she went ahead and did it anyway. We found out about Rama and Sita and how Ravana, the ten headed king of the demons, kidnapped Sita. I imagine that Sita was scared. In the story of the nativity, Mary was scared when she was visited by the Angel Gabriel. He told her not to be afraid. The festival of Hanukkah remembers an event a long time ago when Jews were being attacked by king Antiochus (pronounced An-tee-oc-us), but Judah Maccabee and his army fought back. I'm sure that must have been scary.

And then there was the story of Daniel and his three friends. Shadrack, Meshack and Abednego were thrown into a fiery furnace and Daniel was thrown into a lion's den. They both sound very scary. Being scared is very normal part of lots of stories. Think about the stories of Little Red Riding Hood, Goldilocks and the Three Bears or the Three Little Pigs.

Today, we are going to hear another story that includes feeling scared.

The Mouse and the Lion (an Aesop fable)

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. The mouse 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, she boldly asked the lion if he would let her go and she also asked if she could be the lion's friend. She told the lion that if he let her 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 she 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 lion roaring. Elephants, zebras and 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 her friend and she 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 she not think the lion would eat her.? 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.

Well, I don't know about you but if I was the mouse, I'm not sure that I would have been able to boldly ask the lion to let me go or be the lion's friend. I think I'd be too scared. We feel 'fear' in different ways. Sometimes fear can stop us from thinking properly. Fear can stop us from thinking about anything other than just being scared. We might not be able to think about what is making us scared or what we can do about it. We often use the phrase 'like a rabbit in the headlights' when we are so frightened that we cannot move or think, just like a rabbit that doesn't know what to do when it is standing in front of a speeding car. Other times we can be scared and yet still be able to think and act on the best options just like the mouse. This week we are going to think about things that we can do when we are scared to help us see things more clearly.

Reflection

We know that we all go through times when we are scared or nervous. When we face situations that make us feel fearful, may we remember the stories of the bravery of others. Like so many characters in these stories, let us be brave and overcome our fears, see things more clearly and make wise decisions.

Summary of the Mouse and the Lion (an Aesop fable)

1) Once upon a time a lion was sleeping after he had eaten. 2) While he was asleep a mouse walked up the lion's tail and jumped around on the lion's back. 3) The



mouse boasted to the rest of the animals that mice shouldn't be scared of lazy lions. 4) The mouse then jumped down and was going to play near the lion's foot when the lion woke up. 5) The lion picked up the mouse and roared very loudly. 6) Although scared, the mouse boldly asked the lion if he would let her go and she also asked if she could be the lion's friend. 7) The lion let the mouse go. 8) Later the lion became tangled in a hunter's net. 9) The mouse ran over to the trap and started gnawing through the net bit by bit and freed the lion. 10) The lion wasn't laughing now, he was very grateful and was glad that he was the mouse's friend.



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

Focus – Fear



Subsidiary Focus – Overwhelming feelings of Fear

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

- Printed **Body language Image*** for fear – See **Body Language Descriptions***
- **Variations of Fear***
- **I Feel Descriptions***
- Toy mouse (optional)

** Included in the Teacher's Guide.*

34.1 I See, I Hear

- Read the assembly 'The Mouse and the Lion'. Emphasise the feeling of being scared. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what this feeling may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

34.2 I See, I Hear

- Re-read the 'Mouse and the Lion'. Show the **'Body Language Image'** for fear **(see 'Body Language Descriptions')**. Children copy and practise showing the feelings of fear with their bodies.
- Show the **'Variations of Fear'**. The mouse wasn't terrified or she may not have been able to speak to the lion. The mouse was frightened but was still able to think about what she was doing. Children copy and practise showing the feelings of terror and being frightened on their faces. Grow the feeling of being frightened to being terrified and then back to frightened.

34.3a I Understand

- Repeat 34.2
- Talk about why the mouse felt scared.
- Could you act out the following:
  - The mouse was frightened because the lion had woken up.
  - The mouse was frightened because the lion had caught the mouse by the tail.
  - The mouse was brave to ask the lion to be her friend.
  - The mouse was relieved when the lion let her go.
  - The lion was scared when he was caught in the hunter's net.

34.3b I Understand

- Repeat 34.2
- Talk about why the mouse felt scared.
- How do you think the mouse felt when…
  - The lion had woken up.
  - The lion had caught the mouse by the tail.
  - The mouse asked the lion to be her friend.
  - The lion let the mouse go.
  - The mouse helped the lion.
  - How do you think the lion felt when…
  - The lion was caught in the hunter's net.
  - Most of the animals didn't want to help him.
  - The mouse helped the lion.

- The mouse was brave to help the lion.
- The lion was relieved when the mouse freed him from the net.

- Do you think that the mouse should have been playing near the lion in the first place? Being scared is often a helpful way of keeping us safe because it keeps us away from things that might cause us harm.
- But fear can also stop us from enjoying things that we might like, such as the story of Ramesh and the rollercoaster.
- Knowing when to listen to our fears and when to overcome them will be different for each of us.

34.4 I Feel – I Can

- Recount the story of the Mouse and the Lion by asking the children to freezeframe a part of the story and getting the other children to guess which part of story it is.
- Use the **'I Feel Descriptions'** to talk about the different feelings we feel inside when we are scared.
- When we are scared we can begin to freeze. We can become very still, as if we are frozen like ice. Not only can our bodies freeze when we are scared, but our brains can freeze too. We might not know what to do or say. We freeze.
- Play a game of musical statues, the children freeze by looking scared.
- When you get scared we can use the ABC.
  - **Aware**: Once we realise we are feeling scared, we can do something about it.
  - **Breathe**: We then can think about what our bodies are doing. Focus on our breathing.
  - **Calm**: We can think about the other ways we can calm ourselves down.
- We can also talk to an adult that we trust about what is making us feel scared.
- Imagine someone being frozen to the spot and then melting. Children move to some music. Imagine the temperature getting colder and colder and the children begin to slow down and freeze. Pretend it is warming up and the children begin to move again. Repeat.

34.4b – I Can

- What other things could we do to help us calm down when we're very scared.

34.5 I Can

- Use a puppet or toy mouse to recount the story of the Mouse and the Lion.
- Ask the children to advise the mouse or lion about what they could do:
  - As they begin to feel scared.
  - Once they're completely terrified.

What could you do if you feel nervous about performing in a school play or going on a scary theme park ride?



35. The Thirsty Crow – Don't Give Up



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.

'Do you ever feel like giving up when you find something is too hard? If you get something wrong or if you feel as if you don't understand something, do you think that it is easier to carry on trying? At school, you may hear the term 'resilience'. Resilience means the ability to recover from difficulties and try again. We are all born with resilience, whether walking, talking or a whole host of other activities, humans can overcome difficulties and have another go.

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

Imagine the baby is watching its brothers and sisters all walking around and playing and starts thinking to itself "I'd love to be able to walk like them," but then one of them falls over and hurts themselves. The baby might start thinking "I've changed my mind, I'm safer on the floor, I'm never going to try and start walking." Imagine the baby has taken his or her first steps and falls over in the middle of the lounge. What now, should the baby just give up, crawl to the side and never to try and walk again? Imagine the baby at a mums and toddlers group and they start chatting with a baby that is already walking and running around the hall. Imagine to our baby's horror that this other baby is 4 weeks younger. How could that make our baby feel? Should they feel embarrassed? Should that stop our baby from practicing to walk? Of course not! A baby would not be able to walk without spending months moving their arms and legs about, sitting and crawling, strengthening and practicing using their muscles. Fear of being hurt, failure and comparing ourselves with others can stop us from being resilient, but if a baby can

do it so can you. The following is a very old story about a resilient crow and how her hard work, or resilience paid off in the end.

The Crow and the Large Clay Watering Jug (An adapted Aesop's Fable)

There was once a crow who was thirsty. When I say thirsty, I mean really thirsty. She hadn't had a drink for what seemed like ages and her throat was dry and painful. She flew to the places that she usually found water, but today unfortunately no water could be found, the crow began to get a little worried. The crow had good eyesight, so she decided to fly up high to see if she could spot somewhere to get a drink. She flew as high as her wings would let her and scoured the land below for anything that would refresh her thirst. Not far away she spotted a large clay water jug next to a dry riverbed. There was no one else around so the crow decided to investigate. To her delight she found water in the clay pitcher. Although the water jug was very large, the opening was very small. The jug was only half filled and the water was beyond the reach of her beak. "I am so very thirsty" the crow thought. The crow hopped over to the riverbed and picked up a small pebble. She hopped back and dropped it into the narrow opening at the top of the large clay pitcher. She hopped to the riverbed and picked up another small pebble returning to drop into the jug. The crow continued back and forth, collecting and dropping small pebbles into the jug for what seemed like hours. From the opening at the top of the jug, the crow could see the water creeping towards the reach of her beak. Eventually the tired crow's hard work paid off and she was able to reach the cool refreshing water.

Resilience is not easy. In our example, the baby learning to walk will have fallen over again and again but each time the baby will have picked themselves up and tried again. The crow in our story knew that they wouldn't be able to get a drink until they had dropped in lots and lots of small pebbles. The Bible suggests that we can actually be happy when we go through difficult times like these. Firstly, we can be happy with the results of being resilient. The effort for both the baby and crow paid off. The baby was eventually able to walk and the crow was able to have a drink. Secondly, we can become better at being resilient. The Bible suggests that difficult times can help us develop perseverance and endurance, both are words that describe being resilient. Both the baby and the crow showed endurance and perseverance.



Reflection

We are thankful for the new and exciting opportunities that lay ahead for all of us. May we make the most of the opportunities that we are given. May we find the resilience to continue to work towards our aims and our goals.

"All things are difficult before they become easy." Thomas Fuller (1608-1661).

"No matter how often honest people fall, they always get up again." The Bible, Proverbs 24:16 GNT.

"Consider yourselves fortunate when all kinds of trials come your way, for you know that when your faith succeeds in facing such trials, the result is the ability to endure." The Bible, James 1:2-3 GNB.

"So (endure) patiently with a becoming patience." The Quran, Surah Ma'arij Ayat 5 (70:5).

Summary of The Crow and the Large Clay Watering Jug (An adapted Aesop's Fable)

1) There was once a crow who was thirsty. 2) The only water she could find was in a large clay water jug next to a dry river, half filled with water. 3) Although the water jug was very large, the opening was very small and the water was beyond the reach of his beak. 4) The crow hopped over to the riverbed and picked up a small pebble. She hopped back and dropped it into top of the large clay pitcher. 5) The crow continued back and forth, collecting and dropping small pebbles into the jug for what seemed like hours. 6) Eventually the crow's hard work paid off and she was able to reach the cool refreshing water.



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

Focus – Resilience

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

- Balloon (Optional)
- 500ml unopened bottle of fizzy drink (Optional)
- A bowl and some paper towels (Optional)

35.1 I See, I Hear

- Read the assembly 'The Thirsty Crow – Don't Give Up'. Emphasise the feelings of being thirsty, worried, tired and delighted. 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.

35.2 I See, I Hear – I Understand

- Retell the story of 'The Crow and the Large Clay Watering Jug'. Act out different parts of the story e.g. feeling thirsty, looking for water, flying, over emphasise filling the jar with pebbles again and again and again. Act out getting tired, feeling worried and then being delighted once the crow is able to reach the water.
- *There was once a crow who was thirsty. When I say thirsty, I mean really thirsty. She hadn't had a drink for what seemed like ages and her throat was dry and painful. She flew to the places that she usually found water, but today unfortunately no water could be found, the crow began to get a little worried. The crow had good eyesight, so she decided to fly up high to see if she could spot somewhere to get a drink. She flew as high as her wings would let her and scoured the land below for anything that would refresh her thirst. Not far away she spotted a large clay water jug next to a dry riverbed. There was no one else around so the crow decided to investigate. To her delight she found water in the clay pitcher. Although the water jug was very large, the opening was very small. The jug was only half filled, and the water was beyond the reach of her beak. "I am so very thirsty" the crow thought. The crow hopped over to the riverbed and picked up a small pebble. She hopped back and dropped it into the narrow opening at the top of the large clay pitcher. She hopped to the riverbed and picked up another small pebble returning to drop into the jug. The crow continued back and forth, collecting and dropping small pebbles into the jug for what seemed like hours. From the opening at the top of the jug, the crow could see the water creeping towards the reach of her beak. Eventually the tired crow's hard work paid off and she was able to reach the cool refreshing water.*
- As a group or in pairs discuss the following questions:
  - Why was the crow worried?
  - When did the crow show resilience?
  - Why was the crow delighted?

35.3 I Can

- Recount the story of the 'The Crow and the Large Clay Watering Jug' by asking the children what they can remember. Children freezeframe different parts of the story for others to guess which part of the story is being acted out.
- Imagine the crow begins to give up, instead of hopping and dropping more stones into the jar she thinks that she should give up.
- In pairs and then as a group, discuss what advice you could give to the crow to encourage her to persevere and carry on dropping pebbles into the jar?



35.4 I Understand

- Recount the story of the 'The Crow and the Large Clay Watering Jug' by asking the children what they can remember. Children freezeframe different parts of the story for others to guess which part of the story is being acted out.
- Imagine the crow begins to give up, instead of hopping and dropping more stones into the jar she thinks that she should give up.
- There are a few reasons that they crow could begin to give up. Act out the following – emphasise the feelings of sadness, anger and fear.
    - As she is hopping and collecting stones, she beings to feel tired. Maybe she starts to feel sad. She begins thinking that she'll never be able to fill the jar enough to be able to reach the water. So she gives up.
    - Or maybe when she is hopping and collecting stones she thinks that the water is rising too slowly and she begins to get angry. She gets so angry that the water isn't rising fast enough so she gives up.
    - Or she is hopping and collecting stones and feels her sore thirsty throat and begins to feel scared that she'll never be able to fill the jar and reach the water. In a panic she flies off to look for water elsewhere.
- For each of the three examples what could the crow do to:
    - Remember the balloon, the bottle and the freezing and unfreezing – strategies for calming down.
        - Explain that there are many times when our feelings can become too much, a bit like this balloon. Blow up the balloon in front of the children (if a child doesn't like balloons use a large and small ball). Let some air out so that it becomes a medium sized balloon. What can we do to help us go from a big balloon to a medium sized balloon?
        - Using a non-shaken up bottle of fizzy drink. Open the bottle – hopefully it won't go everywhere. Put the lid back on the drink. Shake the bottle explaining that sometimes feelings can build up. Ask the children what they think will happen when you take the lid off. Open the shaken-up bottle over a bowl. What do we need to do before we can open the bottle? We need to leave the bottle nice and still for a while to let it calm down before we can open it.
        - When we are scared we can begin to freeze. We can become very still, as if we are frozen like ice. Not only can our bodies freeze when we are scared, but our brains can freeze too. We might not know what to do or say. We freeze. What can we do to imagine we are melting?
    - Persevere and show their resilience.

35.5 I Can

- Recount the story of the 'The Crow and the Large Clay Watering Jug' by asking the children what they can remember. Children freezeframe different parts of the story for others to guess which part of the story is being acted out.
- Imagine the crow begins to give up. Instead of hopping and dropping more stones into the jar she thinks that she should give up.
- There are lots of things that we do at school that help us to grow our resilience. What can we do when we want to give up or when we see others that are about to give up? *Use examples of the tasks that children have done recently that require resilience or perseverance or tasks that require practise. E.g. jigsaws, riding a bike, threading beads, writing your name, counting, letters, creating a block tower that keeps falling over, being a good friend.*

36. Be Kind in Thought, Word and Deed – Lucas' Grumpy Day



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

Preparation

You, another teacher or some pupils act out the three words that everybody else will try to guess: 1) Thoughts (what we think); 2) Words (what we say); 3) Actions (what we do). 'Thoughts' e.g. a thought bubble. 'Words' e.g. speech marks or a speech bubble. 'Actions' e.g. the actions to heads, shoulders, knees and toes without the words (the pupils may need some help on this one).

This morning we are going to be thinking about three different words. But to introduce the words someone (see preparation) is going to act them out and you will need to guess what they are (get volunteers to act out the words). Today we are going to think about our kind thoughts, our kind words and our kind actions. Our thoughts, words and actions are linked. Can you do or say kind things unless you have thought them in the first place? Can you do or say unkind things unless you have thought them in the first place? What we say and do often begin with what we think. Mahatma Ghandi, a wise Hindu, once said *"Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well."* If we have kind thoughts, they will obviously be seen in our words and our actions.

One definition of the word 'thought', is "the things that appear in our mind". We will all think unkind thoughts from time to time, but we will always be responsible for the words we say and our actions. The more we learn about how our words and actions affect others, the more we can think about how we use our words and actions to be kind to others. If thoughts are the things that appear in our mind, can we control our thoughts and can we do anything to help us to think kind thoughts? Although we will all have unkind thoughts, we can choose whether we continue to think about them or not. We will all have angry thoughts or worry thoughts or 'I can't do that' thoughts, but we can choose whether we continue to think about them or not. Learning to control what we think and how our thoughts affect our actions may take a lifetime to achieve. But there are some simple things that we can do to help us.

Lucas' Grumpy Day

Lucas was grumpy. His grandad had caught him arguing with a boy in the park over who was going to push the

roundabout. Then, as they walked back to Grandad's home, Lucas began complaining about some of the children in his class.

"What's wrong with you tonight?" his grandad said as he rummaged in his pocket for the house keys.

"I don't know," said Lucas sharply.

"Did you sleep well last night?" asked Grandad.

"No!" replied Lucas. "It was hot and I couldn't get comfortable and I couldn't stop thinking about my friend telling me to go away at school."

They both entered the house and Grandad checked Lucas' bag for Lucas' pyjamas and toothbrush. He pulled out a full bottle of water. "Have you had much to drink today, Lucas?"

"Ooops! I kept on forgetting," Lucas said taking the bottle from his grandad.

"Well, that might explain why you're feeling grumpy." Grandad changed Lucas' duvet for a thinner sheet and blanket. Grandad also opened the window and turned on a fan to cool down the room before Lucas went to bed. "Let us watch a funny film before bed to fill that brain of yours with happy thoughts."

Lucas struggled to stay awake for the film and he struggled to find the effort to climb the stairs and get into bed. "Thanks Grandad, I feel much better now." Lucas said as he drifted off to sleep. **Getting a good night's sleep.** Tiredness will affect our thoughts. Tiredness will make it harder for us to learn, it will make us grumpier, and it will make it harder for us to make good choices. Tiredness can lead to people feeling angry and unhappy.

Drinking water. Does anyone know what the term dehydration means? Not having enough water can affect how your body works. Being hydrated, the opposite of dehydrated, can help us learn and can improve our mood. But when we are thirsty and have a fizzy drink, it can actually dehydrate us.

Think about good things. We can't stop thoughts appearing in our mind, but we can choose whether or not we think about them. If we think too much about what makes us angry then we will probably be angry. If we think too much about things that worry us, then we will probably be worried. Saint Paul, one of the writers of the Bible, knew that our minds will always think about something as it is very difficult to think about nothing. To help us get rid of the thoughts of anger and worry he suggested that we replace them with good thoughts. He wrote, "Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things… and the God of peace will be with you." (Philippians 4:8-9 NIV)

Having kind thoughts involves more than just kind thoughts appearing in our minds. Kind thoughts may involve getting enough sleep, keeping hydrated, taking control of the unkind thoughts and being aware of what we are watching or listening to. Kirpal Singh, a Sikh and previous president of the World Fellowship of Religions once said, "Kind hearts are the gardens. Kind thoughts are the roots. Kind words are the blossoms. Kind deeds are the fruits."



Reflection

May we be people whose kind hearts are the gardens, whose kind thoughts are the roots, whose kind words are the blossoms and whose kind deeds are the fruits.

"Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well." Mahatma Gandhi (1869-1948).

"Kind hearts are the gardens. Kind thoughts are the roots. Kind words are the blossoms. Kind deeds are the fruits." Kirpal Singh (1894–1974).

"*Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things… and the God of peace will be with you."* The Bible: Philippians 4:8-9 NIV.

"Above all else, guard your heart, for everything you do flows from it." The Bible: Proverbs 4:23 NIV.



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

Focus – Kind and Unkind Thoughts

36.1 I See, I Hear

- Read the assembly 'Be Kind in Thought, Word and Deed – Lucas' Grumpy Day'. Emphasise the feelings of being grumpy. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what this feeling may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

36.2 I Understand – I Can

- Re-read the story of Lucas' Grumpy Day.
- We can learn a lot from Lucas about the things that can stop us from being kind in our thoughts, our words and our actions.
- Lucas was tired because he hadn't slept the night before. Tiredness will affect our thoughts. Tiredness will make it harder for us to learn, it will make us grumpier and it will make it harder for us to make good choices. Tiredness can lead to people feeling angry and unhappy. Getting a good night's sleep will help someone feel better.
- You and the children pretend to be grumpy. Pretend to have a good sleep. Pretend to wake up and then pretend to be happy.
- Lucas hadn't had much water to drink so he was thirsty. Not having enough water can affect how your body works. If we drink lots of water, it can help us learn and it can improve our mood. (When we are thirsty and have a fizzy drink, it can actually make us thirstier.)
- You and the children pretend to be grumpy. Pretend to drink a nice cool drink of water. Pretend to be refreshed and then be happy.

36.3 I Understand – I Can

- Re-read the story of Lucas' Grumpy Day.
- We can learn a lot from Lucas about the things that can stop us from being kind in our thoughts, our words and our actions.
- Lucas can't stop thoughts appearing in his mind, but he did keep on thinking about his friend telling him to go away at school and it made him grumpy. If we think too much about what makes us angry then we will probably be angry. If we think too much about things that worry us, then we will probably be worried. St. Paul, one of the writers of the Bible, knew that our minds will always think about something as it is very difficult to think about nothing. To help us get rid of the thoughts of anger and worry he suggested that we replace them with good thoughts. He wrote, "Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things." (Philippians 4:8-9 NIV)
- You and the children pretend to think about something horrible like arguing with a friend. Pretend that it is making you angry, show anger in your face and bodies. Pretend to think about something that is lovely like a pet of a grandparent or your favourite toy. As you are thinking about it pretend to be happy.



36.4 I Can

- Being kind may involve what we think about, what we say and what we do. Act out and discuss the following situations in pairs or as a group. What is the kind thing to do?
  - A boy in the park drops his toy out of his pocket but doesn't notice it. *You could run over to give it him back as you know he'd be sad to find it missing.*
  - Whilst out shopping you see a lady drop her purse, but she doesn't realise she has dropped it. *You could tell your mum and then pick it up and run up to her and give her purse back.*
  - At school there is a new library area that needs someone to volunteer to help look after the books. *You could volunteer as you know it will be a big help.*
- What can we do today that will show others that we are thinking, speaking and acting kindly?

36.5 I Can

- Being kind may involve what we think about, what we say and what we do. Act out and discuss the following situations in pairs or as a group.
  - A mother duck and her ducklings are crossing the road and the ducklings can't get up the curb. *You could so you take your big thick book that you've been reading and put it at the side of the curb so they can use it as a step.*
  - At school there is a new child sitting in your class and they are on their own at break time. *You could go and play with them.*
  - At school, someone in your class, not your usual best friend, has forgotten to bring a snack into school and you overhear them saying that they were hungry as they'd not had much breakfast. *You could tell the teacher and ask if the school could arrange to get them a snack.*
- What can we do today that will show others that we are thinking, speaking and acting kindly?



37. Timeout



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.

Today we are going to think about the term 'timeout'. Can anyone tell me what a 'timeout' is? There are a few different uses of the word or term 'timeout'. The phrase 'a timeout' has been used for a long time to encourage children to calm down and think about their behaviour. You may have heard of the phrase 'timeout' used in sport. In basketball, ice hockey, netball or American baseball it is common to see the players huddled around the coach as she or he gives them some advice. A timeout is time for the players to pause, gather themselves together and think about how they can improve their game. A timeout is a time for us to take a break from what we are doing, time to be quiet and think before carrying on. There are many good things that we can get from regularly taking time to be quiet.

A timeout can help us to be quiet. 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 timeout can help us to 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. Sometimes it can be very noisy around you, but inside you can feel peaceful and calm. At other times it might be quiet in the classroom, but inside it can still feel noisy and you are not able to feel calm. There are many stories throughout history of people benefitting from taking a 'timeout'. We will hear about one of them today.

Lucas and Possibly the Most Famous Timeout Ever

It was Friday and Lucas was going to his Grandad's for the weekend. He'd just finished school and Lucas and his dad had caught the bus. Throughout the journey Lucas talked about what he had learned at school that day. Lucas told his dad about the importance of timeouts. Lucas explained the benefits of taking time to be quiet and he went into detail, telling his dad about all the things you could do to help you take a timeout. Lucas paused, struggling to hear his own heart beating over the noise of the people on the bus.

Lucas' dad said that it reminded him of story from the Bible. "Jesus was probably the most well-known person to have ever lived," said his dad. "Jesus was well known for telling stories and doing some amazing things. Lots of people believe and celebrate that Jesus died and then rose from the dead at Easter and yet the Bible says that before he started teaching and doing all those amazing things, he'd had a forty-day timeout."

Lucas laughed; he thought it funny to think that Jesus had taken a timeout.

His dad reminded Lucas about his Grandad celebrating Lent earlier that year. "Lent is the forty days leading up to Easter. Your Grandad spent the time thinking about Jesus going without food and praying. I wonder if the people writing the Bible thought it was an important time, because after the forty days, Jesus began telling his stories and making people better."

As his dad was talking, Lucas could see that the bus had passed the park near his Grandad's. It was Lucas' job to press the stop bell. As they turned the corner at the top of the hill Lucas could see his Grandad wating at the bus stop. Lucas turned to his dad as they walked to the front of the bus, "that could have been one of the most important timeouts ever!"

The benefits of regular silence and timeouts:

- Shutting off speech will make the other senses work better.
- Realise and think about what is important.
- Improve memory.
- Develops your imagination.
- Increases self-awareness.
- Grows your brain (10 minutes sitting in silence thinking about peaceful scenery can actually thicken grey matter in your brain).
- To make sense of it all.
- Get some useful advice – think about a problem as if we were someone else looking at the problem.
- To do more – timeout can make us feel more energetic.

Sitting quietly doing nothing is very difficult for some of us. It isn't something that we regularly do.

How to take a timeout:

- Listen to yourself breathing.
- Listen to your heartbeat.
- Think about now, not yesterday, not 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.
- Imagine you're sitting next to a stream of water, what can you hear and what can you see?
- When a 'but I must… (finish my game)' thought appears, wait for it to disappear.

Knowing what to do and how a timeout can help us is important, but the only way we can benefit from a timeout is by actually taking a timeout.



Reflection

Today may we be reminded of the importance of quiet times as we think about the benefits of silence. How can we practise these times in our busy and often noisy lives?

"Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well." Mahatma Gandhi (1869-1948).

"Kind hearts are the gardens. Kind thoughts are the roots. Kind words are the blossoms. Kind deeds are the fruits." Kirpal Singh (1894 – 1974).

"*Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things… and the God of peace will be with you."* The Bible: Philippians 4:8-9 NIV.

"Above all else, guard your heart, for everything you do flows from it." The Bible: Proverbs 4:23 NIV.



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

Focus – Timeout

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

- 1 minute countdown timer (e.g. sand timer).

38.1 I See, I Hear

- Read the assembly 'Timeout'.
- Complete the activities in the assembly:
  - 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.
- Use the reflection to finish each daily session.

38.2 I See, I Hear

- Repeat the activities from 38.1.
- After the one-minute silence, talk about what silence looks and sound like on the outside.
- Use the Makaton or British Sign Language (BSL) signs for peace and quiet. Does the sign for peace help you to think about being quiet?

38.3 I Feel

- Repeat the activities from 38.1.
- 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?

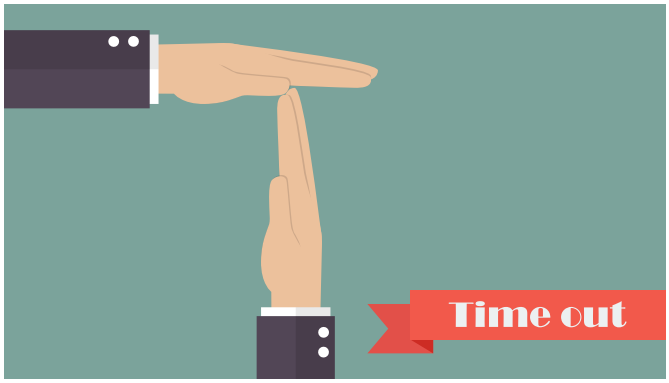
37.4 & 5 I Can

- The thoughts for this week will allow the pupils to practise being silent by taking a time out. Each day you may want to focus on a different 'how to' from the list, or you could project the list and allow the pupils to choose. For younger children do 1, 2, 4, 6 and 9 each 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.

  1) Listen to yourself breathing.
  2) Listen to your heartbeat.
  3) Think about now, not yesterday, not today, not tomorrow, but now.
  4) Use your forefinger on one hand and touch the middle of your other hand. Think about how it feels.
  5) Realise what you think about – think about what you think about.
  6) Visualise a peaceful scene.
  7) Imagine you're sitting next to a stream of water, what can you hear and what can you see?
  8) Try to draw a peaceful scene, it doesn't need to be perfect.
  9) Imagine you're sitting next to a stream of water, what can you hear and what can you see?
  10) When a 'but I must… (finish my game)' thought appears, wait for it to disappear.



38. Timeout 2



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

Last week we thought about taking a time out. Can anyone remind me of what we can do to take a timeout? Can anyone remember any of the benefits of being quiet?

The benefits of regular silence and timeouts:

- Shutting off speech will make the other senses work better.
- Realise and think about what is important.
- Improve memory.
- Develops your imagination.
- Increases self-awareness.
- Grows your brain (10 minutes sitting in silence thinking about peaceful scenery can actually thicken grey matter in your brain).
- To make sense of it all.
- Get some useful advice – think about a problem as if we were someone else looking at the problem.
- To do more – timeout can make us feel more energetic.

Sitting quietly doing nothing is very difficult for some of us. It isn't something that we regularly do.

How to take a timeout:

- Listen to yourself breathing.
- Listen to your heartbeat.
- Think about now, not yesterday, not 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.
- Imagine you're sitting next to a stream of water, what can you hear and what can you see?
- When a 'but I must… (finish my game)' thought appears, wait for it to disappear.

Last week we heard about how a very famous person had a very important timeout. Today we are going to find out about the timeouts some other famous people in history have had.

Lucas and some Famous Timeouts

Over the weekend, Lucas had had a wonderful relaxing time at his Grandad's, but now it was Monday and Lucas was back at school. Lucas told his teacher all about Lent and what he'd learned about Jesus' timeout. Lucas' teacher said that like Jesus, there were

a few famous people throughout history that had had timeouts and if it wasn't for these timeouts they probably wouldn't have become well known. Lucas was so excited and asked if they could learn about these people in their topic work.

The first person they learned about was called Siddhartha Gautama. He was a prince that lived a long time ago. Siddhartha wanted to know what the world was like outside the palace walls and eventually he ventured into a local village. He saw things he'd never seen before. His dad had made sure that Siddhartha had never seen anyone who was sick or ill or even anyone who was old. Siddhartha became sad with the things he had seen. Siddhartha spent the next few years taking timeouts to think (or meditate) on what he had seen. Sometimes he would meditate by trying not to think of anything at all. One morning, Siddhartha awoke from his meditation. He had answers to all of the questions that he had been thinking about, everything made sense. He had become the Buddha, the Enlightened one (show an image of Buddha).

The second person they learned about was called Muhammad. He also lived a long time ago. Muhammad lived in a city called Makkah but would often go out to the mountains outside the city for a timeout to spend time thinking and praying. During one of these timeouts, Muhammad was visited by the angel Jibril (or Gabriel) who told Muhammad to write down what he was about to tell him because it was a message from Allah (or God). This was the beginning of Muhammad receiving a book called the Qur'an. The event is often called 'The Night of Power'.

Lucas researched other famous timeouts including a man called Guru Nanak who disappeared for three days and Sir Isaac Newton who's said to have discovered something very important whilst taking a timeout sitting under an apple tree. Later that day, as Lucas and his dad were walking home, Lucas told his dad that it wasn't just Jesus that had had a famous timeout and began to tell of all that he had learned. He thought about timeouts all evening and was even thinking about timeouts as he got into bed. Turning to his dad, Lucas asked, "What do you think I could achieve during my timeouts?" Lucas paused, "at least you'll get a bit of peace and quiet dad!" They both laughed.

Reflection

Today may we be reminded of the importance of quiet times as we think about the benefits of silence. How can we practise these times in our busy and often noisy lives?

"Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well." Mahatma Gandhi (1869-1948).

"Kind hearts are the gardens. Kind thoughts are the roots. Kind words are the blossoms. Kind deeds are the fruits." Kirpal Singh (1894 – 1974).

"*Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things… and the God of peace will be with you."* The Bible: Philippians 4:8-9 NIV.

"Above all else, guard your heart, for everything you do flows from it." The Bible: Proverbs 4:23 NIV.



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

Focus — Feelings Pit Stop

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

- Printed **Body Language Images*** for all eight emotions – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Understanding Descriptions***
- **Variations of...***

** Included in the Teacher's Guide.*

38.1 I See, I Hear

- Whilst presenting the assembly 'Timeout 2' emphasise the feelings happy, sad and angry. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.
- Use the reflection to finish each daily session.

38.2-5

Many schools undertake one-page profiles for their learners. There are a range of examples, formats, templates and ways schools go about producing these. Some school provide them for all their learners and other 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 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'.**

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

This week would be a good time to assess a child's understanding of the feelings that are covered in this programme. See Assessing Feelings in the Teachers' Guide.

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



39. Memories (Leavers Service)



Preparation

Before this assembly:

Photos:

- Place digital photographs of pupils in one folder, open the folder, and double click on the first picture. To start a slide show double click on 'play' (the 'triangle' icon). It is important for pupils' self-esteem that photos of all pupils are included (follow the guidelines from your safeguarding policy, for example, some photos may be used within school, but not shared externally e.g. on websites etc.)

Prepare the following for children that are at the end of Key Stage 1, Infant School, P4 etc to read out at various points during the assembly:

Memories: (you may have photos to accompany particular memories such as trips and residential visits, arrange these in the correct order)

- Some pupils to write down what they can remember from their first day at school.
- Some pupils to write down a lasting memory of their time at school.
- Some pupils to write down a funny story (in no more than five sentences) that they remember from their time at school.
- Some pupils to write down a lasting memory about a staff member.

Advice:

- Some pupils to write down a piece of advice for others in your school, based on their experience.

School motto:

- Some pupils to write down how the values in the school motto will help them in the future.

Looking ahead:

- Some pupils to write down what they are looking forward to in the next school year.

Prayer (for Church schools)

- Some pupils to write a short Prayer about leaving primary school and starting secondary school.

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 1, 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, where ever 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 a: Approx. 3-5 years	Activities b: Approx. 5-7 years

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

- 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 primary 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 their memories from last year.
- Yesterday we heard the piece of advice, make good memories. Write down one good memory you have made this year. (You could video or record pupils reading out their memories).

39.3

- If you have done this previously, take time for pupils to read their funny stories from last year.
- This week we are thinking about making good memories. Write down one funny story that happened to you or a friend this year. (You could video or record pupils reading out their memories.)

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. Write down how the school motto has helped you this year and how it could help you next year.

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. Write down one piece of advice that you will give yourself for next year.



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