Feel Good Assemblies

Assemblies and Active Reflections

For 3–7 year olds



By Phil Lord



Cycle 3
(Part of a 4-year cycle)

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1. Greetings



All assemblies are 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 green. 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 how people say hello in different ways around the world, and how a kind hello can make someone feel welcome.

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 Nursery and Reception 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.

The following greetings involve physical contact – some pupils may feel uncomfortable with touching foreheads or noses etc... You may want to exclude these for nursery and reception children and just tell the children about the greetings in year 1 and 2.

- **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 name calling 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 Christian and Jewish holy books (Bible & Tanakh) 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 states: 'Pleasant words are a honeycomb, sweet to the soul and healing to the bones.' (Proverbs 16:24 NIV). 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

Which is your favourite greeting?

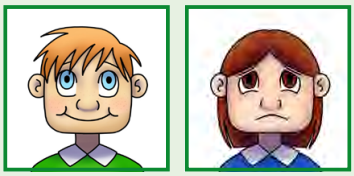
Can the way we talk to others make them feel sad?

Can the way we talk to others make them feel happy?

What can we say and do today to help others feel welcome?



Feeling Focus – Happy and Sad



Subsidiary Focus – Feeling Welcome – Kindness

Optional resources to support this week's theme:

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

** 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 being happy or sad may look like and how it 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.

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 cards for happy and sad **(see facial expression descriptions)**. Children copy and practise showing the feelings on their faces. Discuss other ways we know people are happy or sad. Place the cards at opposite ends of the room.
- Read out the following statements and children 'walk' to 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 and people say hello, I feel happy.
  - When I am ignored and people don't say hello, 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 or say hello to 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. 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 one greeting.
- Show the facial expression cards for happy and sad **(see facial expression descriptions)**. Children copy and practise showing the feelings on their faces. Discuss other ways we know people are happy or sad.
- Place the cards at opposite ends of the room.
- Read out the following statements, children 'walk' to appropriate facial expression as a group (including adults for younger learners). 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 and people say hello, I feel happy.
    - When I am ignored and people don't say hello, 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 or say hello to 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 being happy and sad may look like and how it may sound. Repeat with differing children, ask them to pretend to be over excited when you welcome them. How does that make them/you feel?

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 being happy and sad may look like and how it may sound. Repeat with different children. Ask a child to pretend to be over excited when you welcome them. How does that make them/you feel?

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 being happy and sad may look like and how it may sound. Repeat with a child being excited to see the puppet. I felt happy because I knew someone wanted to see me.

- A proverb in Day 1's assembly 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 people's 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? Does everyone know what honeycomb is?

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 it's 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 - Thomas Starts a New School



All assemblies are 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 green. 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
- Dia dhuit – Irish Gaelic *(Jee-ah h-w-itch)*
- Bonjour – French *(bawn-zhoor)*
- Hola – Spanish *(ol-lah)*
- Guten Tag – German *(gu-tn-t-k)*
- Ciao – Italian *(Ch-aw)*
- Namaste – Hindi *(Nam-a-st-ey)*
- Salaam – Iranian (Persian) *(Sal-a-r-m)*
- Konnichiwa – Japanese *(Kon-ich-i-wa)*
- Halo – Scottish Gaelic
- Marhaba – Arabic *(Ma-ha-ba)*
- Hujambo or Habari – Swahili *(Hu-jam-bow)*
- Ni Hau – Mandarin *(Nee How)*
- Aloha – Hawaiian *(al-ow-ha)*
- Olà – Portuguese *(o-la)*
- Cześć – Polish *(ch-es-ks)*
- Dob-rey dehn – Ukrainian

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', 'hi-ya', '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.

Thomas Starts a New School

There was once a boy who started at a new school. Thomas had left his friends and grandparents, uncles, aunties and cousins to live in a new town and start at a new school. Thomas' parents thought it was an old but posh looking school with arched windows, high ceilings and ivy growing wherever it could. To Thomas, the school looked cold and unwelcoming, it made Thomas feel sad and a little bit nervous, he wanted to cry. Fighting back the tears, Thomas and his mum walked through the school gates, he looked up at the big old-fashioned door with a huge arch above it, surrounded by red brick. Entering the building, he heard his name. "Hello Thomas", said Miss Williams his new teacher, smiling, "welcome to your new school." Thomas was surprised, he didn't expect anyone to know his name. Miss Williams walked with Thomas to his new classroom, it was empty apart from a boy called Simon standing by the door. Miss Williams introduced Thomas to Simon and said that Simon would look after him until Thomas had settled in. "Do you prefer to be called Thomas or Tom," said Simon with a smile. Miss Williams told Thomas that if he had any questions, he could ask Simon. If Simon didn't know the answer, Miss Williams reassured Thomas that he could always ask anyone in the class including her. Thomas felt much happier.

Over the next few months Thomas made more friends. Winter came and went and soon it was the Summer. He enjoyed going to school. One day, Thomas arrived in front of the school entrance. The large doors, which were surrounded by the green ivy, looked open and welcoming. Thomas felt happy, he looked forward to his day, everything seemed so much easier to face than it did when Thomas started.

You may have never changed schools, but 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 Thomas reminds us why it is important to say more than just 'hello'. We all have a responsibility of providing every one that comes to this school with a warm welcome. Remember the proverbs from last week. 'Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal' (Proverbs 12:13 GNB) and 'Pleasant words are a honeycomb, sweet to the soul and healing to the bones.' (Proverbs 16:24 NIV). 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

Think of a time someone make you feel welcome.

Are we thankful for times when we are made to feel welcome?

How does it make you feel when we are ignored or made to feel unwelcome?

How can we make sure we make others feel welcome today?



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

Feeling Focus – Happy, Sad, Anger (annoyed) and Fear (scared/nervous)



Subsidiary Focus – Feeling Welcome – Kindness

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

2.1 I See, I Hear

- Whilst presenting the assembly 'Hello and Welcome' and telling the story 'Thomas Starts a New School' emphasise the feelings happy, sad, fear (nervous/scared) and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy, sad, annoyed or scared/nervous may look like and how it 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.

2.2 I See, I Hear

Thomas Meets Kirsty and Stephen

Only a couple of days after starting the new school, Thomas met Kirsty in the playground. Kirsty did her best to make Thomas feel unwelcome, it made Thomas feel sad. She didn't like someone new being at school. All her friends wanted to find out about Thomas and Kirsty was jealous. Kirsty said unkind words and tried to stop her friends and other pupils from playing with Thomas. It made Thomas feel slightly angry inside. On the same day that Thomas met Kirsty, he also came across Stephen. Miss Williams had paired Thomas and Stephen for group work on local animals. Stephen decided which animal they were going to research, Stephen decided which websites they were going to use to research and Stephen decided how they were going to present their information. Thomas felt left out. Stephen wasn't trying to be horrible he even thought that he was helping Thomas. Thomas felt annoyed inside. Thomas didn't like the thought of working with Stephen 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. Kirsty and Stephen didn't think about how Thomas was feeling. Kirsty wanted to be popular and Stephen wanted to create a good presentation on the theme of local animals.

Miss Williams and Simon both put in time and energy to ensure that Thomas felt welcome to the new school. Miss Williams could have spent the morning getting her classroom ready and Simon could have been outside playing with his friends, but they both gave up their time to make Thomas feel welcome. A welcome will often involve thinking about what would make the other person feel welcome. Miss Williams and Simon had found out Thomas' name. They both gave Thomas their attention, they showed Thomas that he was valued and demonstrated that he was cared for.

- Whilst telling the story 'Thomas Meets Kristy and Stephen' emphasise the feelings sad and anger (annoyed). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy, sad or scared/nervous may look like and how it 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.

2.3 I See, I Hear

- Recount the story of 'Thomas Starts a New School' and 'Thomas meets Kirsty and Stephen', possibly by asking the children to tell you or act out what they can remember?
- For each part of the story pause and over emphasise the feelings happy, sad, angry (annoyed) and fear (nervous).
- Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

2.4 I Understand

- Recount the stories Thomas Starts a New School and Thomas meets Kirsty and Stephen.
- Ask children to freezeframe a part of the story, the rest of the class guess which part of the story it is.
- Place the four facial expression cards around the room. Describe the following, children go to the correct feeling card and ask for volunteers to explain why they think Thomas felt that way.
    - Thomas was sad to leave his friends and family.
    - Thomas felt scared walking into the school for the first time.
    - Miss Williams' kind words made him feel a bit happier.
    - Thomas was happy he met a friend like Simon.
    - Thomas missed his mum, he felt sad.
    - Thomas was nervous when he saw the large school doors.
    - Thomas was angry when Kirsty said unkind words.
    - Thomas was annoyed with Stephen for not including him in their work.
- *Include your own statements*

2.5 I Can

- There is a saying from the Christian and Jewish special books (the Bible and the Tanakh) that says 'Pleasant words are a honeycomb, sweet to the soul and healing to the bones' (Proverbs 16:24 NIV). Has anyone had honey? I like it because it tastes lovely.
- Which types of words make us feel lovely inside, kind word or horrible words.
- Using a puppet, summarise the story of Thomas starting at a new school and Thomas meets Kirsty and Stephen, pretend that the puppet is Thomas. Emphasise how Thomas 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 Thomas when he was scared?
- Ask the children to think about what they could have done to help Thomas when he started at his new school.
- What could Kirsty have done to make Thomas feel welcome?
- What could Stephen have done to include Thomas in the activities?
- Could Thomas have done anything to reduce his feelings of anger or annoyance?

3. Democracy Day - Miss Williams and the Class Vote



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

Every year on 15th September, people all over the world celebrate something special called the 'International Day of Democracy'. Today, we are going to think about what democracy means. Democracy is about rules, how rules are made, who makes the rule and how these rules are carried out in and around the world we live. Can you name some people who help make the rules in our school? Do you know who helps run our school? Do you know who helps make our town a nice place to live? Can you name a friend who is on the school council? To help us understand, we are going to hear a story and then think about some other words that will help us to understand what democracy is.

These are just some of the many words that help us to understand what democracy means.

- Govern – To govern means to help make important choices. For example, headteachers and teachers help make decisions about their schools. They decide what rules help everyone learn and feel safe. They, along with some other people (the governors) help govern the school.
- Government – The government is a big group of people who help make rules for everyone in our country. They decide things like what we need to keep us safe and healthy. It's a bit like how your teachers help make rules for your classroom.
- Politics – 'Politics' is a funny word, but it really means people talking and thinking about the rules we live by in our town or country. Grown-ups called 'politicians' help do this. Their choices can change things like our parks or our schools
- Election – In an election, we choose who we want to help make important decisions. This is a bit like when your class votes for a class helper or school council representative. Everyone gets to pick someone they trust to help make things better for everyone.
- Finally, we come to the word of the day, democracy. Democracy is a big word that means everyone gets to have a say, just like when your class decides together which game to play. In our country, adults choose who helps make the rules by voting. This way, everyone has a chance to share their ideas and help make decisions that are fair for all.

A long time ago, not everyone was allowed to help make decisions or vote. A king or queen may have made all the rules. This changed slowly, but now, in our

country everyone can have their say when they grow up. Our country is called a democracy. It means that everyone should have a say in the way the country is governed and run. We are going to hear a story about how we all might have a say in the things that happen at school.

Miss Williams and the Class Vote

Miss Williams wanted everyone to play a game together. She asked everyone to think of a game that they all could play. Some children wanted to play follow the leader, while others wanted to play tag, bear hunt or parachute. Everyone had their own idea, and they all started to talk at once!

Miss Williams had just read a story about kings and knights. Stephen, in a full king's costume including a shiny crown, walked up to Miss Williams and announced loudly to the rest of the class in a very royal voice. "I'm the king and I think I should be in charge today, let's play the game I choose, and everyone must listen to me!" Stephen liked the idea of being a king.

Some of the children looked annoyed, while others looked at each other, unsure and a bit surprised. Miss Williams, their teacher, smiled gently and said, "Stephen, being a king sounds fun, but I would like us to make the decision together. Why don't we all vote to decide which game to play? That way, the game will have been a fair choice.

Each child raised their hand to pick their favourite game. They counted all the votes with Miss William's help. In the end, bear hunt had the most votes, so everyone played it together, even Stephen. The children felt happy because everyone had had a say. Miss Williams told Stephen that voting helps make decisions that are fair for everyone, even if you really want to be a king!

Reflection

Who helps make good choices at school?

Who helps make the rules at home or in our country?

Who can you talk to if you want to help make things better at school or in your town?

- A teacher or headteacher?
- A family member or friend?
- A grown-up who helps in your town?



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

Feeling Focus – Happy, Sad, Anger (annoyed) and Surprise



Subsidiary Focus – Democracy Day

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

3.1 I See, I Hear

- Whilst presenting the assembly 'Democracy Day' and the story 'Miss Williams and the Class Vote' emphasise the feelings happy, sad and anger. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy, sad and anger may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

3.2 I See, I Hear

- Recount the story 'Miss Williams and the Class Vote', possibly by asking the children to tell you or act out what they can remember?
- For each part of the story pause and over emphasise the feelings anger (annoyed) and surprise.
- Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

3.3 I Feel

- Recount the story 'Miss Williams and the Class Vote' and ask the children to tell a partner their favourite part.
- Use the following to describe how the class felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face describe in a happy voice that they may have felt calm and relaxed, they felt good inside.
- Excited – whilst acting out a happy excited, face describe in a happy voice that they felt their insides bubbling with excitement, it made them feel good inside.
- Sad – whilst acting out a sad face describe in a sad voice that they may have felt a bit heavy inside and that she might have felt like she wanted to cry.
- Anger (annoyed) – whilst acting out a mildly angry face describe in an annoyed voice that they may have started to feel hot inside, their hearts would begin beating faster in their chest and they had a funny feeling in their tummies.
- Surprise – Whilst acting out a surprised face describe in a surprised voice that some of the children were shocked when Stephen announced he wanted to be in charge.

3.4a I Understand

- Recount the story 'Miss Williams and the Class Vote' and ask the children to tell a partner their favourite part.
- Explain the following while children copy and practise showing the feelings on their faces.
- Happy – the children felt happy that they were going to play a game together.
- Sad – Stephen felt a little sad because he wanted to choose the game, he was the King.
- Anger/Annoyed – the other children were annoyed with Stephen, they all wanted to choose.
- Surprise – some of the children were surprised that Stephen had wanted to decide the game for everyone.
- Happy – most of the children were happy to vote for which game the class would play.
- Happy – They all enjoyed the final game.

3.4b I Understand

- Recount the story 'Miss Williams and the Class Vote' and ask the children to tell a partner their favourite part. Ask the children when in the story someone may have felt happy, sad, angry or annoyed or surprised. Children copy and practise showing the feelings on their faces.
- Happy – the children felt happy that they were going to play a game together.
- Sad – Stephen felt a little sad because he wanted to choose the game, he was the King.
- Anger/Annoyed – the other children were annoyed with Stephen, they all wanted to choose.
- Surprise – some of the children were surprised that Stephen had wanted to decide the game for everyone.
- Happy – most of the children were happy to vote for which game the class would play.
- Happy – They all enjoyed the final game.

3.5 I Can

- Present or ask for a number of games that the whole class could play together, e.g. follow the leader, parachutes, bear hunt, Simon says etc…
- Take a vote, possibly making a tally of the decisions.
- Announce which game received the highest number of votes and play the game.
- Emphasise that everyone has had a say in which game they played.

4. Gideon - A Sheepdog called Gideon



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

There are various children's videos of Gideon on the internet, 'Saddleback Kids' videos, available on YouTube, are particularly effective because they focus only on the story. However, there are a few parts to the story of Gideon that will be covered over a few weeks, but the saddleback video doesn't include today's part of the story.

This week we are going to hear the story of a sheep dog called Gideon. He was a young sheepdog that overcame his fears to save his community from the attacks of some neighbouring wolves. His story is a reminder that with the right encouragement we can also achieve things we never expected to, and things that maybe even other people didn't expect of us either.

A Sheepdog called Gideon

This story is based on a story in the Bible about a young man called Gideon.

Once upon a time there was a sheep dog called Gideon. Gideon was the youngest and smallest dog in his family, Gideon didn't feel brave or strong, but he had a nice job and he felt happy. He looked after the sheep on his family's farm. One day, wolves that lived in the nearby forest started stealing the family's sheep and they began frightening the other dogs in the village. It made everyone in the village sad. Gideon didn't know what to do, he was very scared. Everyone in Gideon's village was afraid. This went on for some time and Gideon began hiding near a river. One day, whilst Gideon was sitting by the river, he heard someone talking behind him. "Hello, brave and mighty Gideon!" a voice said. Gideon was surprised, he turned around to see an angel talking to him. The angel said, "Gideon, go and rescue your village from the wolves." This surprised Gideon even more. Gideon told the angel that he was the youngest and smallest dog in his family and that Gideon didn't feel brave or mighty. "You can do it because I and God will help you! You will rescue your village as if you were only one dog." After the angel had stopped talking, the angel just disappeared.

Some of the other dogs in Gideon's village began helping the wolves. This made Gideon very sad. Not only was he scared of the wolves, but he was also scared to tell the villagers that he wasn't happy that they were helping the

wolves. Some of the villagers (including Gideon's dad) put up a statue in honour of the wolves. This made Gideon angry. The angel told Gideon to tear down the statue. He knew that some of the villagers would be angry with him if he tore down the new statue. He didn't want to let the angel down, he wanted to feel confident, but he didn't. So, secretly, in the middle of the night, while it was dark and everyone was asleep, Gideon knocked down the statue. The next morning, some of the dogs in the town were angry with Gideon. They wanted to punish Gideon for tearing down their statue in honour of the wolves. But Gideon's dad, who helped build the statue in the first place, came to Gideon's defence. Gideon's dad reminded everyone that they didn't need to continue helping the wolves. Gideon felt ashamed again, he felt that he was the one that should be reminding the villagers that they shouldn't be helping the wolves, not his dad.

Not long after Gideon had torn down the statue, the wolves came and rested in a field near the village. Feeling brave, Gideon told all the dogs of his community to come together to free the village and protect their sheep. But then Gideon started to feel ashamed. Again, he knew that the angel would help him and Gideon didn't want to let the angel down, but Gideon just didn't feel good enough. Gideon wanted reassurance that the angel would help him. Gideon told the angel that he was going to put a woollen fleece on the ground. If in the morning the woollen fleece was wet with dew, but the ground around it was dry, then Gideon would know that the angel was going to use Gideon to rescue the village. The next day when he went to check, the wool was wet with dew and the ground around it was dry. But Gideon was still not sure, Gideon kept telling himself that he couldn't do it. So again, Gideon told the angel that he was going to lay the fleece on the ground again. Gideon asked the angel to let the wool be dry but make the ground around it wet with dew. The next morning the wool was dry, but the ground was wet. Gideon knew what he had to do next! We'll find out how the story ends later this week.

Does anyone know what the word encouragement means? Encouragement is a big word that means helping someone to feel as if they can do something that they thought they couldn't do, or feel is hard. The angel encouraged and reassured (another big word) Gideon that he could rescue the village, even though he was scared. Encouraging and reassuring someone can help to stop someone being scared. Gideon kept telling the angel that he was scared and that he was not very brave or mighty. The angel 'reassured' Gideon by saying Gideon would be able to rescue his villagers because the angel and God would help him.

The phrase 'laying a fleece' is used today to describe when someone needs a bit more reassurance. Gideon did something brave whilst at the same time feeling ashamed, he then did something very brave by calling for help from the dogs in the village. But he soon lost his courage and he began feeling confused and ashamed again. He had to ask for reassurance, not once, but twice.

We often need to be encouraged and reassured when we are scared and need some help to be brave. It is good to have people around us that can remind us that 'we can do it'. It is good to have people around us that can help us. School is a great place where teachers and friends can

remind us that we can do it if we try. It is also a place where we can encourage and reassure our friends to do something even if they feel nervous or scared.

Reflection

When have you felt brave?

When have you felt scared?

What would you say to someone if they were scared? How would you encourage them?

How did the angel encourage Gideon to be brave?



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

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



Subsidiary Focus – Encouragement and being brave

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

4.1 I See, I Hear

- Whilst presenting the assembly 'Gideon' and the story of 'A Sheepdog called Gideon' emphasise the feelings happy, sad, anger, fear (scared/worried) and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy and scared/nervous may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

4.2a I See, I Hear

- Recount the story 'A Sheepdog called Gideon', possibly by asking the children to tell you, act out or freezeframe what they can remember?
- For each part of the Gideon story pause and over emphasise the feelings happy, sad, anger, fear, surprise and shame. For each, show or describe the facial expression **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings with their faces.
- Show the body language cards **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings with their bodies.

4.2b I See, I Hear – I Feel

- Recount the story 'A Sheepdog called Gideon', possibly by asking the children to tell you, act out or freezeframe what they can remember?
- For each part of the Gideon story pause and over emphasise the feelings happy, sad, anger, fear, surprise and shame. Show the body language cards **(see body language descriptions)**. Children copy and practise showing the feelings with their bodies.
- 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*. 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?

4.3 I Feel

- Recount the story 'A Sheepdog called Gideon' ask the children to tell a partner their favourite part.
- Use the following to describe how Gideon felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face, describe in a happy and excited voice that Gideon felt really good
- inside, his body felt relaxed and normal.
- Sad – whilst acting out a sad face, describe in a sad voice that Gideon felt sad and it made him feel heavy and his belly felt very empty. He wanted to cry.
- Anger – whilst acting out an angry face describe in an angry voice that when Gideon felt angry he may have felt hot inside, his heart might have started to beat faster and his body may have gone stiff.
- Fear – whilst acting out a frightened face, describe in a frightened voice that Gideon couldn't control his body, he started shaking and felt like he was in danger. He had frozen to the spot and couldn't move his arms and feet. He may have felt he wanted to just run away but couldn't.
- Surprise – whilst acting out a surprised face, describe in a surprised voice that Gideon felt like his heart suddenly missed a beat and he jumped both inside and out. He couldn't believe what he was seeing.
- Shame – whilst acting out an ashamed face describe in an ashamed voice that Gideon felt ashamed. Gideon may have felt sick inside and he may have not wanted to talk to anyone, he may have just wanted to hide away.

4.4a I Understand

- Ask children to freezeframe different parts of the story of Gideon, children guess which bit is being acted out.
- Read some or all the following statements acting out the feelings. Explain why Gideon was happy, sad, angry, scared, surprised or ashamed.
- Gideon was happy looking after his family's sheep.
- Gideon was scared of the Wolves when they started stealing the sheep and frightening the villagers.
- Gideon was scared and began hiding by the river.
- Gideon was surprised when he saw the angel.
- Gideon was surprised when the angel called him a brave and mighty warrior.
- Gideon was the smallest and youngest sheep dog in his family and he didn't feel brave or mighty.
- Gideon was surprised that the angel asked him to rescue and save his village from the wolves.
- Gideon was sad that some of the dogs in the village had made a statue to the wolves.
- Gideon was ashamed because he knew that he had to tear down the statue and he didn't want to disappoint the angel, but he was scared about what the villagers would say. So, Gideon did it at night when no one could see him.
- Some dogs from the town were angry at Gideon for tearing down the statue. Gideon's dad came to the rescue.
- Feeling ashamed, Gideon tested the angel not once, but twice. Gideon laid a woollen fleece on the floor and asked the angel to wet the fleece but leave the ground around it dry, still needing reassurance he asked for the ground to be wet and fleece to be dry. I wonder how he felt when the angel answered his request.

4.4b I Understand

- Ask children to freezeframe different parts of the story of Gideon, children guess which bit is being acted out.
- Read some or all of the following statements acting out the feelings. Discuss why Gideon was happy, sad, angry, scared, surprised or ashamed. Use the small ball and larger ball activity from day 2 to discuss how big or small Gideons feelings may have been.
- Gideon was happy looking after his family's sheep.
- Gideon was scared of the Wolves when they started stealing the sheep and frightening the village.
- Gideon was scared and began hiding by the river.
- Gideon was surprised when he saw the angel.
- Gideon was surprised when the angel called him a brave and mighty warrior.
- Gideon was the youngest son in the weakest family, he didn't feel brave or mighty.
- Gideon was surprised that the angel asked him to rescue and save his village from the wolves.
- Gideon was sad that some of the dogs in the village had made a statue to the wolves.
- Gideon was ashamed because he knew that he had to tear down the statue and he didn't want to disappoint the angel, but he was scared about what the villagers would say. So, Gideon did it at night when no one could see him.
- Some dogs from the town were angry at Gideon for tearing down the statue. Gideon's dad came to the rescue.
- Feeling ashamed, Gideon tested the angel not once, but twice. Gideon laid a woollen fleece on the floor and asked the angel to wet the fleece but leave the ground around it dry, still needing reassurance he asked for the ground to be wet and fleece to be dry. I wonder how he felt when the angel answered his request.

4.5 I Can

Today we are going to find out how the story A Sheepdog called Gideon ends.

Gideon called all the dogs in his village to help him chase the wolves out of the village. It worked and every dog, young and old, came from all over the village (and from other villages too) to help protect it from the wolves. Gideon felt that he couldn't lose. The angel reminded him of the first time they met. The angel had said that Gideon would rescue the village as if he were only one dog. Gideon turned to the dogs and said that if any of them were scared and afraid, then they could go back to their homes. Over half the dogs turned and went home. Gideon was very disappointed. The angel said there were still too many dogs. The angel told Gideon to take the dogs down to the edge of a river. Gideon watched as the dogs drank. Those that drank straight from the river lapping the water up (like a dog) could go home, whilst those that drank by lifting water with their paw would protect the village from the wolves. Gideon hoped that most of them would use their paws, but no, only a few drank by lifting water to their mouths.

Gideon started to feel a bit scared again. That night the angel told Gideon to sneak next to the field with the wolves in it. The angel said that Gideon would come away encouraged. Gideon asked if he could take a friend, Purah, because Gideon was scared. Gideon and his friend Purah could hear the wolves talking. They heard one wolf tell another wolf about a strange dream she'd had. The wolf described a large loaf of bread rolling through the field and knocking over some of the wolves. The other wolf said that with a brave and mighty warrior like 'Gideon', he wouldn't be surprised if the villagers would chase us off. Gideon couldn't believe it; he was so surprised. How did they know his name? Why did they think Gideon was a mighty warrior? Gideon and Purah went back to the camp feeling encouraged and confident.

Gideon organised dogs into three groups and gave each dog a trumpet. He told the dogs to surround the field with the wolves in it. Gideon sounded his trumpet and all the dogs blasted their trumpets as loud as they could. They then shouted, 'For the village and for Gideon!' The wolves panicked. They rushed around running into each other and tripping over each other. It is as if all the wolves had lost their confidence, they all ran back in the direction of the forest. Brave Gideon had saved his village!

5. Francis of Assisi - Saint Francis' Dreams



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

When I say the word 'saint', what do you think of? Sometimes people say, 'you're a little saint' when you've been very good. In church, a saint is someone who did lots of good things and was very kind and helpful to others.

This week, we are going to learn about Saint Francis of Assisi. Saint Francis loved nature and animals, and he is known as their special friend and protector. He was born a long time ago, over 800 years ago, in a town called Assisi in Italy. When Francis was born, his dad was away working, so his mum named him Giovanni Francesco Bernardone. She named him after someone in the Bible. But when his dad came home, he wasn't happy about the name because he wanted Francis to be a rich cloth seller like him. So, his dad called him Francis instead.

Saint Francis' Dreams

Francis loved having fun. He wore fancy clothes and threw big parties for his friends. When he was about 19, Francis went to fight in a battle against another city. He was caught and had to stay in prison for a whole year, which was very scary. His dad paid money to help him get out, and Francis came home and went back to his life of parities and fancy clothes.

Francis wanted to be a brave knight, so he bought special armour and got ready to join the army again. But before he could go, he had a strange dream. In his dream, God told him to go back home. Francis listened and went back, but some people made fun of him and his dad was angry with Francis, but Francis didn't feel ashamed.

Francis helped in his family's shop, but he started to pray more and more. His dad didn't like this. One day, Francis was praying in an old church when he had another special dream. In his dream, Jesus spoke to him and asked him to fix the church. Francis wanted to help, so he sold some cloth from his dad's shop and gave the money to the church to help fix it. This made his dad very angry. Francis paid back the money and took off his fancy clothes and started wearing a simple shirt.

Francis asked people to give him stones so he could build the church again with his own hands. He lived outside, ate food that people gave him, and did what he thought God wanted. Even though he didn't have nice things anymore, Francis felt truly happy.

He started to tell other people about his happiness and how God had changed him. Soon, some people wanted to live like Francis and follow his kind way of life too.

When Francis was 26, dressed in his rags, he asked the Pope (the leader of the Roman Catholic Church) if he would allow the start of a new group or Catholic Order. A Catholic Order is when a group of Monks, Nuns or Friars make promises or vows to live and act in a certain way. The first time the Pope saw Francis in his rags, he threw him out, but the Pope had a dream involving Francis and asked to speak with him the following day. The Pope agreed to start the 'Franciscan Order'.

The Franciscan Order continues today (it is the largest religious order in the Roman Catholic Church). 'Franciscan Brothers' continue to live and work in the same way they have done for hundreds of years.

They promise (take a vow) to live in poverty and to be an example to others. Franciscan Brothers are often called 'a Friar'. A Friar is similar to a Christian Monk. A Friar will live and work in and amongst a 'normal' society. Friar Tuck from the legends of Robin Hood is a jolly Franciscan Friar.

In the last few years of his life Francis became ill and mostly blind. He died on the 4th October 1226 at the age of 45.

His fellow Friars were very sad. Two years later the Pope made Francis a Saint. Saint Francis is the patron saint of the environment and animals. There are many stories that tell us about his love for nature. Many churches have a special time during their Sunday service nearest to 4th October to remember Saint Francis. This is called Saint Francis' feast day. Pets are often welcomed and blessed during this service.

Reflection

What do you think makes someone a saint, and can you think of ways you might be kind and helpful to others?

Saint Francis loved animals and nature. How do you care for the environment or animals in your life?

Francis gave up his fancy clothes and chose a simple life to help others. Is there something you could share or do without to help someone else?

Francis felt happy when he helped others and followed his beliefs. When have you felt happy or proud by doing something good?

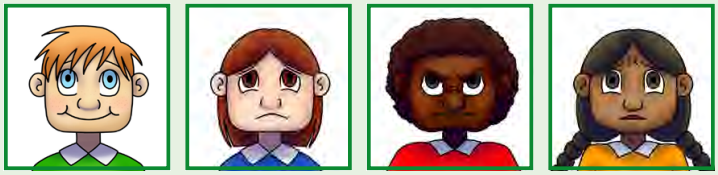
Saint Francis kept going even when things were hard or people made fun of him. Can you think a time when you tried your best even when it wasn't easy?



For the sole use of Ysgol Llandrillo-yn-rhos, Rhos on Sea

Activities

Feeling Focus – Happy, Sad, Anger and Fear



Subsidiary Focus – The Natural World

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

5.1 I See, I Hear

- Whilst presenting the assembly 'Francis of Assisi' and the story of 'Saint Francis' Dreams' emphasise the feelings happy, sad, anger and fear. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy and scared/nervous may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

5.2 Story of Saint Francis and the Birds

Search online and show the image… 'St Francis and the Birds (1935) by Sir Stanley Spencer'.

One day Francis and some of his friends were out walking. Whilst they were walking a huge flock of birds of all kinds gathered around them sitting in trees by the road. Francis told his companions that he was going to talk to the birds calling the birds 'his sisters'. Francis stood in a field and began talking to the birds, the birds flocked to him landing all around as he spoke. Francis' companions wrote down what they saw that day. They wrote that the birds listened intently to everything Francis had to say, they opened their beaks, they stretched their necks and they spread their wings, bending their heads towards the earth.

"My sweet little sisters" Francis said to the birds, *"you should be thankful that God has created you free to fly wherever you want. You don't sew but God clothes you and your offspring. Two of all your species he sent into the ark with Noah that you might not be lost to the world. God feeds you even though you don't reap or sow. He has given you fountains and rivers to quench your thirst, mountains and valleys in which to rest and trees in which to build your nests. God loves you so much that he gave you all this. Beware, my little sisters, make sure that you are thankful and sing your praises to God."*

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- Is this how you imagined what this story would look like?
- What's happening in the background?
- What is the best part of the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?
- Why does this story suggest Francis loved the natural world? E.g. He cared for the birds. He thought they were important enough to talk to.

5.3 The story of St Francis and the Wolf

Search online and show one of the following images…

'The Wolf of Gubbio (1877) by Luc-Olivier Merson'.
'Statue of the Wolf of Gubbio, Monterosso Al Mare, Cinque Terre, Italy'
Or search and show another appropriate image of this story.

Can anyone recount the story of Saint Francis and the birds. What does the story tell us about how he viewed the natural world? This morning we are going to hear the story of how Saint Francis tamed a fierce wolf.

Saint Francis moved to live in the town of Gubbio. Whilst living there a large wolf was spotted outside the town walls. The wolf was large and fierce. It began attacking and stealing the town's farm animals. It even attacked some of the people. It wasn't long until the whole town was fearful and upset (sad). They wouldn't go outside of the town because they were scared of the wolf.

Saint Francis felt sad for the people of Gubbio, so he decided to go and meet the wolf. Francis left the safety of the town walls and went to the wolf. The people of the town were angry with the wolf. They put on their armour and carried their swords. They watched Saint Francis and the wolf from a distance. The wolf saw Saint Francis and charged at Saint Francis growling and baring his teeth. Saint Francis cried out to the wolf, "Come here, brother wolf, you don't need to harm me or anyone else." The wolf closed his mouth, stopped running and lay at Saint Francis' feet. "Brother wolf, you have done terrible things to the people of this town, killing and destroying creatures of God without his permission. If you no longer harm the people and animals of this town, they will forgive you of all that you have done. They will no longer be angry with you." To show Saint Francis that he understood and agreed with what Saint Francis said, the wolf placed its paw in Saint Francis' hand. From then on the people were much happier because the wolf no longer scared the people of Gubbio.

- Which part of the story has the artist painted or created?
- What do you think happened just before this image?
- What do you think will happen just after?
- Can you describe what is going on?
- What colours has the artist used?
- Is this how you imagined what this story would look like?
- What's happening in the background?
- What is the best part of the painting or statue?
- How does it make you feel?
- Sum up the statue, painting or image in one, two or three words.
- If you could ask the artist one question (about the painting) what would it be?



5.4 I Feel

Search online and show 'Saint Francis with cicada' by Fiorenzo Bacci (statue of Francis holding sister cricket).

Sister Cricket

Once upon a time, a little cricket lived in a tree near Saint Francis' home. She loved to sing sweet songs all day long. One day, Saint Francis held out his hand and said, "Come here, Sister Cricket!" The cricket hopped onto his hand, just like a friend coming to say hello. Saint Francis asked her, "Sister Cricket, please sing and make us happy!" The cricket chirped a lovely tune and everyone smiled. She sang until Saint Francis gently told her she could go back to her favourite spot. The cricket went back to her tree and stayed close for eight days, singing happily whenever Saint Francis came outside. After a little while, Saint Francis said, "Let Sister Cricket go wherever she likes, since she has made us all so joyful." The cricket left, and everyone was surprised and amazed.

- Which part of the story has the artist created?
- What do you think happened just before this image?
- What do you think will happen just after?
- Can you describe what is going on?
- Do you like it?
- Is this how you imagined what this story would look like?
- What is the best part of the statue?
- How does it make you feel?
- Sum up the statue, painting or image in one, two or three words.
- If you could ask the artist one question (about the painting) what would it be?

5.5

Search and show images of St Francis.
What do the children notice?
Do they fit with the stories that we have heard about this week?
What can we learn from Saint Francis?
How can we show our thanks for the world and nature around us?



6. Hannah the Harvest Mouse



All assemblies are 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 green. 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 short story about the smallest of all mice, the harvest mouse. The harvest mouse is the tiniest of all mice, just 5 to 7 centimetres long and weighing up to just 8 grams, less than a 2 pence coin. The harvest mouse has a blunt nose, short rounded hairy ears and golden-brown fur. The tail has no fur on it and is nearly as long as its body. The harvest mouse winds its tail around the wheat stalks, helping it to quickly climb the tall stems to find the seeds at the top.

Hannah the Harvest Mouse and Farmer Goody

Once upon a time there was a teeny tiny harvest mouse called Hannah. Hannah lived in a wheat field amongst the long hollow stalks with their thin leaves. The weather had been good and the wheat had grown long and tall with lots of nice seeds at the top of the stalks. Hannah the harvest mouse was happy, she would climb the tall stalks to get to the seeds at the top. Hannah enjoyed eating the seeds, but even more, she liked collecting seeds for other mice in the field and gave some seeds away especially to other female harvest mice with small babies.

Farmer Goody would regularly check his wheat field, bending down to say hello to Hannah, the teeny tiny harvest mouse. Farmer Goody liked Hannah because she was small and cute and so very kind. The harvest mice only needed a few seeds to eat and the amount of seeds the harvest mice ate didn't affect Farmer Goody's harvest at all. Blackflies, aphids and insects also liked to feed on the wheat, damaging it, which made farmer Goody sad. The harvest mice helped to protect the wheat by eating the insects and flies, which made farmer Goody happy.

Hannah the teeny tiny harvest mouse was due to have babies herself. Hannah became busy building the family nest. Hannah's nest was the size of a tennis ball. She collected leaves and split them lengthways, weaving the thin strips with her front paws to make the outside of the nest. She chewed up some dead leaves and put them inside. After two busy days the nest was complete. She went collecting seeds to store for when she would be ready to give birth to her babies.

Flocks of crows kept coming and eating the wheat and pinching Hannah's store of seeds. One morning farmer Goody came by to say hello to Hannah. Hannah said to Farmer Goody, "Look, I'm sad because the birds are eating the wheat in my seed store, I need my store of grain because I am soon to have my babies."

Farmer Goody felt sad for Hannah. Farmer Goody said "I know, I'll scare the birds away" and started running around, flapping his arms and shouting "shoo, shoo, shoo." Hannah was surprised and thought that farmer Goody looked very funny. Hannah the harvest mouse laughed so much she nearly fell out of her nest. The birds flew away. Farmer Goody burst out with laughter too. "That was fun" he said. Next time farmer Goody came by he brought a scarecrow and put it near Hannah's nest.

That was just a tiny story about a tiny mouse with a big heart. There are many species of mice. The harvest mouse, the tiniest of all mice, doesn't always live in a wheat field, they can be found in hedgerows, reed beds and meadows. The harvest mouse got its name in the 18th century because it was mostly seen when the fields of crops were harvested and the mice were scurrying about.

During the month of September the wheat in the fields will ripen, ready to be harvested. When the weather has been good long enough for the wheat to be dry, and often when the moon is high and bright in the sky, the farmer will harvest the wheat and crops like barley and rye from the fields. The harvest moon is a bright full moon that appears in September or October. The name 'harvest moon' comes from a time before electric lights and tractors when farmers and the towns folk would work long into the evening harvesting their grains in the light given by the full moon. In our story, Farmer Goody created a scarecrow to scare away the birds and stop them eating the grain. There are many scarecrow festivals that take place today celebrating this practice.

Many cultures celebrate the successful collection of the harvest, demonstrating their thankfulness with singing, dancing, praying and presenting the collected food. In the UK, traditional harvest festivals involve decorating churches with baskets of bread, fruit, vegetables and tinned food. Church services remind people of the importance of the seasons, the rain and the sunshine which make it possible for the grains to be grown. People show their thankfulness by sharing food with others who may not have enough to eat. After the Harvest Festival church service, the food that has been put on display is usually given to people in need to show care and concern.

Reflection

Which is the smallest of all mice?

Why should we be thankful for the sun, rain and seasons?

Why are people thankful for their food?

How can you show someone care and concern?



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

Feeling Focus – Happy, Sad, Fear and Surprise



Subsidiary Focus – Harvest

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, anger and fear – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, anger and fear – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- A small ball and a larger ball (e.g. table tennis and tennis balls (not a football)).

** Included in the Teacher's Guide.*

6.1 I See, I Hear

- Whilst presenting the assembly 'Hannah the Harvest Mouse' and the story 'Hannah the Harvest Mouse and Farmer Goody' emphasise the feelings happy, sad, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy and scared/nervous may look like and how it may sound. Possibly use Makaton or BSL signs. Act out farmer Goody scaring away the crows. Encourage and model laughter showing you enjoy the interactions.
- Act out Farmer Goody scaring away the crows and then pretend to be scarecrows.

6.2 I See, I Hear

- Recount the story 'Hannah the Harvest Mouse and Farmer Goody' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, fear and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

6.3a I Feel

- Recount the story 'Hannah the Harvest Mouse and Farmer Goody' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face, describe in a happy and excited voice that Hannah felt really good
- inside, her body relaxed, she felt normal and comfortable living on Farmer Goody's Farm.
- Sad – whilst acting out a sad face describe in a slightly sad voice that when Hannah the Harvest Mouse and Farmer Goody felt sad, they felt a bit empty inside and tears may have welled up in their eyes. It made them feel worried about what might happen to Hannah the Harvest Mouse's seeds.
- Fear – The crows were scared of the scarecrow. It made them feel scared so they flew off.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Hannah the Harvest Mouse was shocked inside when she saw Farmer Goody dancing.

6.3b: I Feel

- Recount the story 'Hannah the Harvest Mouse and Farmer Goody' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whilst acting out a happy face, describe in a happy and excited voice that Hannah felt really good
- inside, her body relaxed, she felt normal and comfortable living on Farmer Goody's Farm.
- Sad – whilst acting out a sad face describe in a slightly sad voice that when Hannah the Harvest Mouse and Farmer Goody felt sad, they felt a bit empty inside and tears may have welled up in their eyes. It made them feel worried about what might happen to Hannah the Harvest Mouse's seeds.
- Fear – The crows were scared of the scarecrow. It made them feel scared so they flew off.
- Surprise – whilst acting out a surprised face describe in a surprised voice that Hannah the Harvest Mouse was shocked inside when she saw Farmer Goody dancing.
- 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.* How big or small were the feelings in the story?

6.4 I Understand

- Recount the story 'Hannah, the Harvest Mouse and Farmer Goody' and ask the children to act out their favourite part to a partner.
- Ask the children if they have ever seen a scarecrow. (Select and show an appropriate image from an image sourcing website).
- Ask the children if they remember why Farmer Goody used one in the story.
- Ask why the different characters felt sad, anger, fear and surprise.
- Happy – Hannah the Harvest Mouse was happy climbing and collecting seeds to eat.
- Happy – Farmer Goody was happy that Hannah the Harvest Mouse was helping him to look after the wheat seeds.
- Fear – Hannah the Harvest Mouse was scared that the crows would steal her food, so Farmer Goody scared the crows away.
- Fear – The crows were scared of the scarecrow.
- Surprised – Hannah the Harvest Mouse was surprised when Farmer Goody started dancing around scaring off the crows.

Many places in the UK have scarecrow festivals, is there one near the school?



6.5 I Can

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



For the sole use of Ysgol Llandrillo-yn-rhos, Rhos on Sea

7. Sukkot - Jamie and the Sukkah & Jess and the Lulav



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

Harvest festivals are special times of the year when people remember and are thankful for farmers that are involved in growing our food. Harvest festivals are times when we celebrate the food that has been grown and collected or harvested. Harvest festivals take place all over the world and often take place when important food crops are harvested. All around the world, different types of food are grown and harvested at different times of the year. The way people celebrate their harvest festivals will also be different depending on where in the world you are. There is a harvest festival from Central Africa where people 'hoot' to remind themselves that they won't go hungry this year. It is called the 'Hoot at Hunger' festival. 'Thanksgiving' is a harvest meal that takes place in the USA on the fourth Thursday of November. The harvest festival that we are going to explore this week is called Sukkot. It is a Jewish festival that remembers more than just a good harvest. Sukkot remembers events that are described in a special Jewish book called the Torah. They possibly took place around three thousand years ago. Many Jews celebrate Sukkot because it reminds them of a time when they didn't have their own land or fields to grow their food. They lived in shelters moving around a desert for forty years. Eventually they moved into a country of their own and were able to grow their own food. Sukkot takes place in the months of September or October. Sukkot is a time to be thankful for the way God looked after the Jews whilst wandering in the desert and also a time to be thankful that God led them into their own land and the food they were able to grow for themselves.

Jamie and the Sukkah

Jamie loved Sukkot, his favourite festival of the year. Each autumn, the whole family gathered at his parents' house, which had the biggest garden of all. Uncles, aunties and cousins arrived carrying bags and boxes, excited for a week of celebration together.

The first job was always building the Sukkah—a special den they put up in the garden. Jamie watched as his dad and uncles pieced together plastic tubes to make the frame, sturdy enough to withstand the autumn winds. With teamwork, they attached sheets of plastic around the frame using Velcro, sealing the walls to keep out the chill.

Soon it was time for the roof. Jamie's dad lifted him high so he could help lay leafy branches and green leaves across

the top. Through the gaps, Jamie could see the twinkling stars at night, while during the day, the roof cast gentle shade to keep everyone cool.

Inside the Sukkah, the family decorated with colourful drawings and hung festive decorations. They shared meals together, telling stories of their ancestors who had lived in shelters like these long ago. Jamie imagined wandering in the desert for forty years, depending on a simple shelter and the kindness of God.

Sometimes, if the weather stayed warm and dry, Jamie and his cousins would try sleeping in the Sukkah, just like relatives in sunnier countries. Each night, Jamie gazed at the stars, feeling thankful for his family, their traditions, and the stories that connected him to generations past.

Jamie loved this time of year, he loved making the Sukkah, he loved decorating the Sukkah, he loved eating meals in the shelter with his family, he loved the stories his dad told about their ancestors, but most of all, when the weather was good, he loved sleeping in the shelter. Sukkot was Jamie's favourite Jewish festival.

Once Jamie's ancestors had found land and built their homes, they began farming and growing their food. Their harvest festival became a time to celebrate their new country as well as the food it would give them. A command from the special Jewish book says, "Take some of the best fruit from your trees, take palm branches and limbs from leafy trees, and begin a religious festival to honour the Lord your God."

Jess and the lulav

While Jamie was helping to make the Sukkah in the garden his sister, Jess, loved preparing the lulav. A lulav is a special bundle made for the festival. Jess and her mum ventured into the garden to collect branches. With care, she gathered sturdy twigs from the myrtle tree and the willow tree. Her father handed her a palm leaf, and together, they tied all three types of branches to make the lulav.

When Sukkot began, Jess took her lulav and a bright yellow etrog, a citrus fruit that looked a bit like a lemon. Standing with her family in the Sukkah, she waved the lulav and etrog in the air, moving them north, south, east, west, up and down. As she did so, she said special words, remembering that God is everywhere, watching over them from all directions.

Jess felt thankful for the beautiful fruit, vegetables, and trees that grew around her. She thought about her ancestors, who wandered the desert for forty years before finally finding a land to call their own. Sukkot was a time to celebrate those blessings and to give thanks for everything they had.

(Show a picture of a lulav from a picture sourcing website).

Reflection

How do you feel when your family celebrates special festivals like Sukkot or Harvest?

What are some things you are thankful for, just like Jamie and Jess were during Sukkot?

Can you think of a way to help someone who might not have enough food, like people did during harvest festivals?

Why do you think it's important to remember stories about our families and people from long ago?



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

Feeling Focus – Happy (excited) and Love



Subsidiary Focus – Thankyou and Being Thankful

Optional resources to support this week's theme:

- Small ball (table tennis ball) and larger ball (tennis ball)

7.1 I See, I Hear

- Whilst presenting the assembly 'Sukkot' or the stories 'Jamie and the Sukkah' and 'Jess and the Lulav'. emphasise the feelings happy (excited) 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.

7.2 I Feel - I Understand

- Recount the story 'Jamie and the Sukkah' and 'Jess and the Lulav' and ask the children to act out their favourite part to a partner.
- Ask why Jamie and Jess felt happy and excited, why did they love the festival of Sukkot.
- Love – Jamie loved making the Sukkah,
- Love – Jamie loved decorating the Sukkah,
- Love – Jamie loved eating meals in the shelter with his family,
- Love – Jamie loved the stories his dad about their ancestors,
- Love – Jamie loved sleeping in the shelter.
- Love – Jess loved preparing the lulav with her mum.
- Love – Jess loved thinking about her ancestors a long time ago.
- Happy and excited – all this made them both excited at this time every year. whilst acting out an excited face describe in an excited voice how Jess and Jamie felt really jumpy inside, they probably couldn't stop thinking about Sukkot. Jamie was so excited it made him feel a bit dizzy and a bit sick inside his tummy.

7.3a I See, I Hear

- Recount the stories about Jamie and Jess. Explain that Jamie and Jess are thankful that their ancestors were looked after whilst wandering in the desert and that they finally found their own land that they could grow their own food.
- Discuss the meaning of the word 'thank you'. It is something that we say when after we are given or offered something. That something may be a gift or even some kind words or a nice action. Using another adult in the room demonstrate saying thank you after:
  - being given something – e.g. a pencil or a book.
  - being told to go to the front of the dinner queue.
  - being told that their shoes look lovely.
- Ask the children, in pairs, to say something nice to their partner, their partner must respond with an enthusiastic 'thank you'. Use the Makaton or British Sign Language (BSL) sign for thank you.

7.3b I See, I Hear

- Recount the stories about Jamie and Jess. Explain that Jamie and Jess are thankful that their ancestors were looked after whilst wandering in the desert and that they finally found their own land that they could grow their own food.
- Discuss the meaning of the word 'thank you'. It is something that we say when after we are given or offered something. That something may be a gift or even some kind words or a nice action. Using another adult in the room demonstrate saying thank you after:
  - being given something – e.g. a pencil or a book.
  - being told to go to the front of the dinner queue.
  - being told that their shoes look lovely.
- Ask the children, in pairs, to say something nice to their partner, their partner must respond with an enthusiastic 'thank you'. Use the Makaton or British Sign Language (BSL) sign for thank you.
- Discuss why the children think it is important to say thank you.

7.4 I See, I Hear

- Recount the stories about Jamie and Jess.
- Use the Makaton or British Sign Language (BSL) sign for thank you. Does the sign for thank you help you to think about being thankful?
- The words thank you may sound different in different languages, but they mean the same thing. Do children know 'thank you' in different languages?
  - Welsh – Diolch
  - Irish – Go raibh maith agat (guh ruh mah UG-ut)
  - Scottish Gaelic – tapadh leat (tap-a-late)
  - Spanish – Gracias
  - French – Merci
  - Italian – Grazie
  - German – Danke
  - Polish – Dziękuję (jen-kooh-yeh)
  - Ukrainian – d'akuju (da-ku-ju)
  - Hebrew – Toda (toe-dah)
- In pairs ask the children to say thank you in different languages, which ones do they like the sound of?

7.5 I Understand

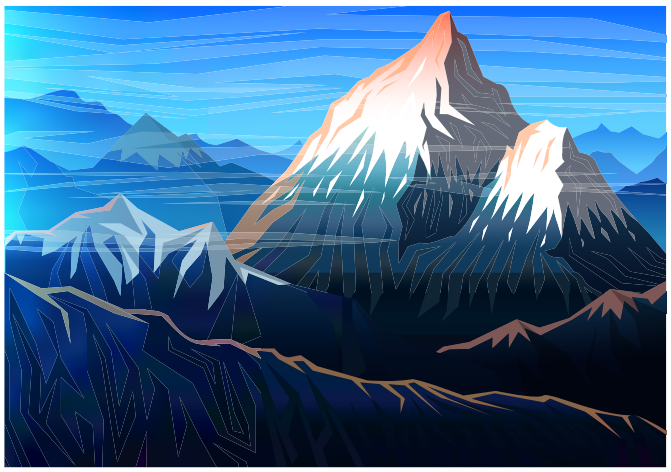
- Recount the stories about Jamie and Jess.
- Sometimes we say 'thank you' and sometimes we say 'thank you very much'. Using a small ball and a larger ball demonstrate that sometimes we may want to say thank you – show the small ball. Other times we might want to say thank you very much – show the bigger ball.
- Using another adult in the room demonstrate saying thank you and thank you very much after:

	Thank you	**Thank you very much**
being given something…	a pencil or a book	a full art set or book you've wanted for ages.
being told to…	go to the front of the dinner queue	and have as much food as you want.
being told that…	their shoes look lovely	and that their outfit (clothes) makes you feel happy and joyful.

Ask the children, in pairs, to say something nice to their partner, their partner must respond with an enthusiastic 'thank you' or 'thank you very much'. Use the Makaton or British Sign Language (BSL) sign for thank you (use two hands to sign thank you very much compared to one hand to sign thank you).



8. Everest - Megan and the Mountains



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

Preparation

If you want to demonstrate how much bigger Everest is than the largest mountain in the UK, label one piece of plain A4 (landscape) 'Ben Nevis' and stick together 6½ sheets of plain A4 (landscape) and label it 'Mount Everest'.

This morning we are going to start with a story about mountains.

Megan and the Mountains

Megan loved mountains. When she went on holiday with her family, she would stare at the big hills and wonder what it would be like to stand on top. By the time she was seven, Megan decided that she wanted to climb the highest mountains in England, Wales, and Scotland!

First, Megan climbed Scafell Pike in England. It was very tall, but she reached the top and felt proud. Next, she climbed Snowdon in Wales – which was even higher! She laughed and waved at the top, feeling the wind in her hair. Then, Megan's biggest climb was Ben Nevis in Scotland. It was the tallest of them all, and when she got to the peak, she felt like she could touch the sky!

One day, Megan was looking at a map of the world. 'I wonder where the biggest mountain in the world is," she thought. She searched for an answer on her dad's laptop. The answer popped up: Mount Everest! It is 8,848 metres high. That's much, much taller than Ben Nevis.

Megan carried on reading, Mount Everest is between two countries, Nepal and Tibet. Local people call it Sagarmatha or Chomolungma, which means "Mother of the Universe" or "Goddess Mother of Mountains". Megan learned that it took lots and lots of people working together to find out how tall Everest is. There was a man called Sir George Everest, from Wales, who helped lead a big group of people to measure how high the mountains were, but he probably never even saw Mount Everest himself! Radhanath Sickdhar, who was a very clever man from India, used maths to work out the mountain's height. Like George, Radhanath probably never visited the mountain.

Megan found out about two people that were probably the first people to ever reach the top of Mount Everest. They were Edmund Hillary, from New Zealand, and Tenzing Norgay, from Nepal. Megan searched for an image of Mount Everest. She sat in amazement just looking at the goddess mother of the mountains. "One day!" she thought "I wonder if I could climb to the top of the world."

We've already heard a story about mountains, but can anyone tell me what a mountain is? A mountain is just a very big and steep hill. There isn't an exact size a hill has to be before we call it a mountain. Does anyone know what the highest mountains in the UK are called. Most of them were included in the story. The highest mountain in England is called Scafell Pike and is in the Lake District. The highest mountain in Northern Ireland is called Slieve Donrand, it is smaller than Scafell Pike. In Wales, Yr Wyddfa (or Snowdon) is the highest mountain, bigger than Scafell Pike. Ben Nevis is in Scotland and is the highest mountain in the United Kingdom.

In the story, Megan researched the world's highest mountain. Does anyone know what it is called? It's been known as Everest for about 150 years. Mount Everest is in between two different countries. Tibet and Nepal. It is called Sagarmatha in Nepal and Chomolungma in Tibet. Chomolungma means 'Goddess of the World', and Sagarmatha means 'Mother of the Universe'.

For many people around the world, mountains are very special, and not just for climbing to the top. They are places where heaven meets the earth. Where gods meet people. Many peoples have special names or stories that are linked to mountains. There are many stories in the Bible that happen on a high hill or mountain. Noah's ark finally landed on a hill, Moses received the Ten Commandments on a Mountain, Jesus' face began to shine on a mountain. Many Muslims believe Allah gave Muhammad the words of the Quran whilst he was in a cave on a mountain.

We use the word mountain to mean other things. Sometimes we might say we have a 'mountain to climb' if we have a big challenge in front of us. 'Mountain' can mean other things like being old, mighty power or strength, Let's see if the adults can finish any of these sayings.

- Making a mountain out of a… (mole hill).
- Faith can move… (mountains).
- If the mountain won't come to Muhammad… (then Muhammad must go to the mountain).
- Mountain top… (experience).
- Mountain high, valley… (low).
- As old as the… (mountains).

We all face mountains, some like tall hills, others are the challenges we want to overcome.

Reflection

Have you visited or climbed a mountain?

Why was the highest mountain named after George Everest?

Could the mountain have been surveyed by one man? Why?



Activities

Feeling Focus – Happy, Surprise (amazed) and Love



Subsidiary Focus – Awe and Wonder

Optional resources to support this week's theme:

- **Variations of***
- Small ball (table tennis ball) and larger ball (tennis ball)

** Included in the Teacher's Guide.*

8.1 I See, I Hear

- Whilst presenting the assembly 'Everest' or the story 'Megan and the Mountains' emphasise the feelings love and surprise (amazed). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

8.2 I See, I Hear

- Recount the story of 'Megan and the Mountains'.
- Explain that Megan loved climbing mountains. She found them amazing.
- Look up images of Mount Everest, Sagarmatha, and Chomolungma. Ask children to imagine what it would be like to stand on top of the world.
- Ask the children to imagine they, or Megan, are standing on top of a high mountain, can they describe to a partner what they, or Megan, can see. Maybe show a video clip from the top of a high mountain.

8.3 I Feel – I Understand

- Recount the story of 'Megan and the Mountains' and ask the children to tell or freeze frame a favourite part of the story.
- Megan loves mountains and she thinks they are amazing.
- Ask the children why Megan thinks mountains are amazing.
- Love – Whilst acting out an interested face, describe in a keen and interested voice that Megan loves the mountains because they are big and strong. To climb them is like climbing to the top of the world. She loves thinking about the mountains, imagining her standing at the top touching the sky. Show the **'variations of love'** and ask the children which ones Megan may have felt.
- Happy –When she climbs one, she feels so happy inside. It feels good to think about what she has done. She can't stop smiling. Show the **'variations of Happy'** and ask the children which ones Megan may have felt.
- Surprise (amazed). Megan thinks that mountains are amazing. They fill her with wonder. She was shocked when she found out just how high Mount Everest is. Show the **'variations of surprise'** and ask the children which ones Megan may have felt.

8.4 I Understand

- Recount the story of 'Megan and the Mountains' and ask the children to tell a partner their favourite part of the story.
- Megan loves mountains and she thinks they are amazing.
- **The world we live in is an amazing place.**

  It has mountains, seas, countryside, cities, towns. There are places that are peaceful and places that are noisy. We have nature all around us. Even if we live in a big city, you might catch the glimpse of a bird or snail, a tree or a plant.

  - Do you like noisy or quiet places?

  At night the stars will visit. The less light you have around you the more stars you will see.

  - Have you looked at the stars in the night sky?

  We have all sorts of wonderful changing weather. It can be sunny and bright, or cloudy and grey. Thunder can boom from the sky and lightening light the darkness of night. Snow can cover everything making it look clean and white, until someone messes it up with a footprint or tyre tracks.

  - What's your favourite type of weather?

  The creatures in the world are amazing. The birds that fly high, the fish that swim in our oceans. The creatures that live in the forests, fields, mountains, cities and even in our own homes. They all make different noises. Some are covered in fur, others in scales. Some soft and others prickly.

  - Can you think of a very small animal and a very big animal?

  The people in our world are amazing. They come in all different shapes, colours and sizes. They paint, sing and create. They write poems, make videos and play music. They climb mountains, cross oceans and make amazing machines to take us to amazing places like into the clouds or even into space.

  - Who do you think is amazing?

8.5 I Understand

- **A Poem: Our Wonderful World**

  Look around, what do you see?
  Mountains tall and rivers free,
  Cities bustling, towns so small,
  The world is wonderful for us all.

  Sometimes it's peaceful, quiet and still,
  Sometimes it's noisy, with laughter and thrill.
  In nature's garden, big or small,
  There's magic to find in every hall.

  Birds that flutter, fish that swim,
  Stars that sparkle when lights grow dim.
  Weather changes day by day–
  Sun or snow, clouds or grey.

  People painting, singing songs,
  Telling stories, dancing along.
  Climbing up mountains, sailing the sea,
  The world is waiting for you and me.

  So let's look with wonder, every day,
  At this world in its colourful, curious way.
  From tiny snail to towering tree–
  This wonderful world is home to me.

- Ask the children to discuss with a partner their favourite lines from the poem.

9. Off with a Bang - Tommy Overcomes his Fear of Bonfire Night



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

Who knows what happens on 5th November every year. In England, people light bonfires and set off fireworks to remember a man called Guy Fawkes, who, a long time ago, tried to blow up the Houses of Parliament. Luckily, he was stopped, and now we celebrate with bright, colourful fireworks and big fires. Fireworks aren't just for Bonfire Night; we use them to celebrate all sorts of things, like New Year's Eve and special festivals. Have you ever wondered who first invented fireworks?

A long, long time ago in China, people discovered that when they burnt bamboo, it made loud bangs and pops. They believed these noises could scare away bad spirits! People would burn bamboo at their parties and special events, just to hear the popping sounds.

There's a story that a Chinese cook, about 2,000 years ago accidently dropped some of his ingredients onto a fire. The special ingredients created a blue flame. The cook packed the ingredient into a piece of bamboo and burnt it to create an explosion

No one knows exactly when the first real fireworks were made, but we do know that the black powder, called 'gunpowder', was invented before people used it in guns. Some people think it was first made as a sort of medicine.

Later, a clever monk called Li Tian wrapped this 'black powder'. He could light the little firework before it went bang! These firecrackers were used at parties and festivals to make loud noises and keep away anything scary. Even today, people use firecrackers to celebrate. Sometimes, they were even used in battles to frighten their enemies.

The Chinese kept experimenting and discovered that adding iron powder made the fireworks sparkle with white stars. They probably invented the first rocket by packing gunpowder into tubes so they would shoot up into the sky, just like the rockets we see today on Bonfire Night!

Gunpowder came to the UK many years ago, but we're not sure exactly when fireworks started being used here. Fireworks were used at the wedding of King Henry VII and Queen Elizabeth I liked fireworks so much that she gave the person who made the best fireworks a special job called 'Fire Master of England'.

But the most famous time for fireworks in the UK is still Bonfire Night. In 1605, a man called Robert Catesby and his friends made

a plan to blow up the King and Parliament. Guy Fawkes was caught with barrels of gunpowder in the cellar. The King was saved, and everyone was so happy that it is thought they lit fires all over the city. Soon, it became a tradition, and every year on 5th November, people celebrate with fireworks, bonfires, and fun!

Whilst it is supposed to be a fun time for many children, Bonfire Night can be a scary time. We are going to hear a story about how a boy called Tommy who overcame his fear of Bonfire Night.

Tommy Overcomes his Fear of Bonfire Night

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

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

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

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

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

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

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

Throughout the night, Tommy's fear slowly transformed into joy. He began to see the fireworks not as terrifying explosions but as beautiful bursts of



light and colour. By the end of the evening, as the last firework faded away, Tommy felt a sense of triumph. He had faced his fear and discovered the beauty and magic of fireworks. As they began to walk home. Tommy turned to his dad and said, "I think I'm sort of looking forward to next year's fireworks."

Reflection

What things are you really scared of?

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

Have you been to a bonfire and firework display?

Can you enjoy something that makes you scared?



Activities

Feeling Focus – Happy and Fear



Subsidiary Focus – Celebrations: Bonfire Night

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

9.1 I See, I Hear

- Whilst presenting the assembly 'Off with a Bang' and the story 'Tommy Overcomes his Fear of Bonfire Night' emphasise the feelings happy and fear. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

9.2 I See, I Hear

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

9.3 I Feel

- Recount the story 'Tommy Overcomes his Fear of Bonfire Night' and ask the children to freezeframe a part of the story for somebody else to guess.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Fear – whist acting out a scared face describe in a scared voice that Tommy was scared when he thought about Bonfire Night. It made his heartbeat fast. The feelings of fear would grow from being small to being so big he wanted to cry.
- Happy – whist acting out a happy, relieved face describe in a happy relieved voice that Tommy began to enjoy the fireworks, instead of his heart beating fast because he was scared, it might have beat fast because he was excited. He was amazed with the colours that filled the sky when the fireworks exploded.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings that we felt today? **(see Variations of… *)**

9.4 I Understand

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

9.5 I Can

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

10. Remembrance Day



Preparation

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

- rotten apple
- fresh apple

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

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

We celebrate lots of things to help us remember, who's had a birthday recently? How did you celebrate your birthday?

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

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

At 11 o'clock, on the 11th day of the 11th month in 1918, World War 1 came to an end, and that is a good thing. Every year on the 11th of November and the nearest Sunday to the 11th, people commemorate the end of the war. The word commemorate means that we remember and respect something. People are often quiet for 2 minutes at 11 o'clock on these two days. They may remember a family member who may be in the army or other armed services. They may think about some of the horrible things that happen in war to remind them that it is not a good thing and that we should

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do everything we can to avoid it. It's easier to choose the good when we remember the bad. Our volunteers chose the good apple because they'd seen the bad apple. One reason we have 'Remembrance Day' is to try and stop the bad things from happening again and again. By remembering the past, whether it is good or bad, it can help us to make good choices in the future. If we know how good friends and happy times make us feel, then we should try to be good friends to others. What have you done in the past that you can learn from?

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

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

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

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

Reflection

Why do you think remembering past wars and showing respect on Remembrance Day is important for us today?

When have you felt peaceful inside, even if things around you were noisy or unsettled?

Why do you think people pause for silence during Remembrance Day, and how does this help us reflect?

There is a verse in the Bible that 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."* The Bible 1 Peter 3:10-11 GNB.

What actions can you take to strive for peace with all your heart, as suggested in the Bible verse?



Activities

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

10.1 I See, I Hear

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

10.2 I See, I Hear

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

10.3 I See, I Hear – I Feel

- 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?
- 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.*
- After the one-minute silence, talk about what silence looks and sound like on the outside.
- 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.
- After the 5 deep breaths, talk about what calm feels like on the inside.



10.4 I Understand

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

10.5 I Can

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

11. Pack up your Troubles - Lucas' Hymn Singing



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

Preparation

Prepare the following songs (on YouTube):

- 'White Christmas' sung Bing Crosby
- Last Post
- Pack you your troubles (Possibly with a video with soldiers marching off to war)

This morning we are going to think about how songs can change the way we feel. We're going to start with a little story.

Lucas' Hymn Singing

One Sunday morning, Lucas put on his best jumper and set off with his grandad to the local church. Lucas loved going to the church with his Grandad. They entered the church, it was filled with sunlight streaming through the stained glass windows. As they took their seats, Lucas spotted the familiar song books stacked neatly by the aisle. The books had the words to the hymns and songs they would sing during the Church service. Lucas loved to find the hymns they were going to sing. They were shown at the front of the church so everybody knew which hymns they were going to sing.

When the organ began to play, Lucas and his grandad stood and joined in singing hymns with the congregation. The melodies were cheerful and uplifting. They filled Lucas with joy. He loved the sound of everyone's voices singing together. He didn't know what all the words meant, but it didn't matter. The music and the voices made his heart lighten and a big smile spread across his face.

Afterwards, Lucas told his grandad that singing in church made him feel happy, almost like the songs were wrapping him in a warm hug. Lucas' Grandad agreed, he told Lucas that he often started humming his favourite hymns when he felt sad. He told Lucas that humming them it always made him feel better. They left hand-in-hand, humming their favourite hymn. Lucas was now looking forward to something else he loved, Sunday Lunch.

Can you think about a song you really like. Why do you like it? One of my favourite songs is… because… Would anyone like to tell us a song they really like and why you

like it? The most popular song of all time is, according the Guiness Book or Records, 'White Christmas'. It was written a long time ago and has sold lots and lots of copies. Let's have a listen. Do you recognise it? How does it make you feel?

People have been making list of the most popular songs, the songs change depending on who you ask or what is happening at the time. 'White Christmas' talks about snowy days, happy children, and Christmas fun. It was a song that was in a film called Holiday Inn. Both the film and the song were made during a time when there was a big war. Maybe the song helped people feel a bit happier and gave them hope that things would get better.

It's funny to think that a popular song that lots and lots of people sing is 'Happy Birthday'. Songs can make us feel lots of different things. Some songs make us smile, and some can make us feel a little sad. Last week the thought waS about Remembrance Day. On Remembrance Day, a special song called the Last Post is played to remember people who were very brave in the war. In the wars, there were songs to help people feel strong and happy even when things were hard.

Two brothers, George and Felix Powell, wrote a song called 'Pack Up Your Troubles' in 1915. The song says, 'Pack up your troubles in your old kit bag and smile, smile, smile'. A kit bag is what soldiers used to carry their things in when they went to the war. The song tells everyone to try to smile even when things are tough.

At first, the brothers didn't think their song was very good, but it became really popular! Soldiers sang it when they were going off to war, and people sent postcards with the song words. Felix even went to sing the song to the soldiers to make them feel happy and brave. The song was so well-liked that even soldiers from other countries sang it.

Do you know what 'morale' means? The word morale has something to do with your confidence and happiness. If your morale is low, you won't be happy, if your morale is high, you might feel confident and enthusiastic. Songs like 'Pack Up Your Troubles' and 'It's a Long Way to Tipperary' made people feel brave and happy, even when things were scary. When you feel happy and confident, you can do hard things more easily.

If you lose your confidence or feel sad, it can be hard to keep going. But happy songs can help you feel better and give you energy to try your best. Even when things are tough, songs like 'Pack Up Your Troubles' show us that we can find happiness even when times might seem tough.

Reflection

How do you feel when you listen to your favourite song?

Can you remember a time a song made you feel happy or brave? What was the song?

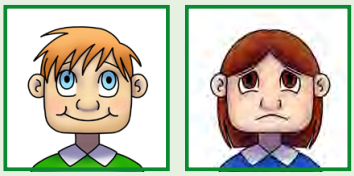
Why do you think singing together in church made Lucas smile?

If you were feeling sad, what song would you like to hear to help you feel better?



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

Feeling Focus – Happy and Sad



Subsidiary Focus – Perseverance

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

11.1 I See, I Hear

- Whist presenting the assembly 'Pack Up Your Troubles' and the story 'Lucas' Hymn Singing' emphasise the feelings happy and sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being happy or sad may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

11.2 I See, I Hear

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

11.3a I Feel

- With a partner, can you think about a song you really like. Why do you like it? One of my favourite songs is… because… Would anyone like to tell us a song they really like and why you like it?
- On Monday we heard the most popular song of all time, 'White Christmas'. It was written a long time ago and has sold lots and lots of copies. Let's have another listen. Do you recognise it? How does it make you feel?
- Let us have a listen to some of your favourite songs – find and play them on YouTube (if they're appropriate).
- How does it (each song) make us all feel? **(also see 'I Feel Descriptions')**.
- Happy – Lucas said that he felt his heart (or insides) lighten when he felt happy. We might find our bodies filling with energy as we hear a happy song.
- Sad – Our bodies might feel heavy when we feel sad. We might start to feel heavier inside when we hear a sad song.

11.3b I Feel

- With a partner, can you think about a song you really like. Why do you like it? One of my favourite songs is… because… Would anyone like to tell us a song they really like and why you like it?
- On Monday we heard the most popular song of all time yesterday, 'White Christmas'. It was written a long time ago and has sold lots and lots of copies. Let's have another listen. Do you recognise it? How does it make you feel?
- Let us have a listen to some of your favourite songs – find and play them on YouTube (if they're appropriate).
- How does it (each song) make us all feel?
- Can you describe what a happy and sad feeling feels like on the inside of us? **(also see 'I Feel Descriptions')**.
- Happy – Lucas said that he felt his heart (or insides) lighten when he felt happy. We might find our bodies filling with energy as we hear a happy song.
- Sad – Our bodies might feel heavy when we feel sad. We might start to feel heavier inside when we hear a sad song.

11.4a I Understand

- Recount the story 'Lucas' Hymn Singing' by asking the children to tell you what they can remember.
- Use the following to help the children understand why Lucas felt happy.
- Happy – Lucas felt happy going to church because he was with his Grandad who he loved.
- Happy – Lucas was happy to sing hymns in the church, because he loved singing them with lots of other people. He liked the feeling that singing made him feel.
- Happy – He loved eating Sunday Lunch at his Grandad's.

11.4b I Understand

- Recount the story 'Lucas' Hymn Singing' by asking the children to tell you what they can remember.
- Ask the children why Lucas felt happy in the story.
- Happy – Lucas felt happy going to church because he was with his Grandad who he loved.
- Happy – Lucas was happy to sing hymns in the church, because he loved singing them with lots of other people. He liked the feeling that singing made him feel.
- Happy – He loved eating Sunday Lunch at his Grandad's.

11.5a I Can

- Using a puppet, ask the children which songs they like.
- Recount the story 'Lucas' Hymn Singing' by asking the children to freeze frame their favourite part.
- Ask the children what Lucas' Grandad did to help him cheer up if he felt particularly sad.
- What song can you hum that might make you feel happier?

11.5b I Can

- Using a puppet, ask the children which songs they like.
- Recount the story 'Lucas' Hymn Singing' by asking the children to freeze frame their favourite part.
- Ask the children what Lucas' Grandad did to help him cheer up if he felt particularly sad.
- Remind the children, that sometimes it is important that we feel sad. Play the 'Last Post'. It's a tune that often makes people feel sad during Remembrance Day services. That feeling may help people to think about people who are important to them, or how they can help bring peace into other people's lives.
- What song can you hum that might make you feel happier?



12. Power of a Few Letters



Preparation

Prepare the following images

- Hieroglyphics
- Phoenician Alphabet
- Print letters for each of the following words: Listen, respect, help and trust. Keep each word's letters separate. See our online calendar.

Did you know that there are lots of different people in the UK that speak lots of different languages? Some children at our school speak more than one language! Many families come from different countries to live, work and learn in the United Kingdom, so we have a wonderful mix of languages. Can you name any languages you know of?

In London alone, there are more than 300 languages spoken! Some languages developed right here in the UK. Some of them are used by lots and lots of people like English, Welsh, Irish and Scottish Gaelic. Others, like Cornish or Angloromani, are spoken by special groups of people.

Have you ever heard of the alphabet? An alphabet is a set of letters we use to make words. Long ago, Egyptians used pictures called hieroglyphics to write. They had lots of pictures to mean lots of different things (show an image of some hieroglyphics). Later a group of people called the Phoenicians came up with a smaller set of letters to stand for sounds. So instead of having a hieroglyphic for a cat they had letters that could show us the sounds C A T. They only needed to learn about 20 to 30 letters to write down all their words. These letters were the first type of alphabet.

In English, we write from left to right, but the Phoenicians wrote from right to left. There are many languages today that are written from right to left. Arabic, the language that the Muslim holy book is written in is written from right to left.

The Greeks changed the alphabet a bit and added vowels (like a, e, i, o, u). They wrote from right to left and then switched to left to right. The Romans and other cultures created their own alphabets using the Greek letters and sounds. Latin is the name of the language that was used by the Roman Empire and it was made up of most of the letters that are in the English, Gaelic and Welsh alphabets today. The English alphabet has 26 letters. With these letters, we can make thousands and thousands of words! Welsh has 29 letters, Scottish Gaelic has 18.

How many words do you know? A dictionary is a type of book that we can



use to find out the meaning of words and how they are supposed to be spelt. New words are being created all the time. There are lots and lots and lots of words and it's amazing to think that all the words that exist in a language, words that we read, write and know can all be written from a small number of letters. Millions of words can be created from just a handful of symbols written in a different order.

This morning we have thought about how a whole language can be created by a small number of letters. Letters working together can create something much bigger than each letter can create on its own, what a great example of teamwork!

There are important skills that we need to develop if we want to work well as a team. To help us think about these skills I need 22 volunteers. Separate the volunteers into a group of 6, 7, 4 and 5. Give the group of 6 the letters for Listen, the group of 7 the letters for respect and so on. Mix up the letters and give one to each person in the group. Each group is going to rearrange the letters to create a word using the letters I have just given them.

The words listen, respect, help and trust are all important teamwork skills that we will explore this week.

Reflection

In the Bible, it tells us why teamwork is important. Ecclesiastes 4:9-10 says:

"Two are better off than one, because together they can work more effectively. If one of them falls down, the other can help him up. But if someone is alone and falls, it's just too bad, because there is no one to help him."

Why do you think teamwork is important?

Can you think of a time when working together helped you or your group achieve something you couldn't do alone?

What is one skill you would like to improve to become a better team member?



Activities

Focus – Teamwork

Preparation

This week's active reflections will take the form of teamwork games and activities.

12.1 I See, I Hear

- Read the assembly 'Power of a Few Letters'.

12.2 Silent Line Up

- In this game, the children must line up based on personal facts without speaking. This encourages non-verbal communication and teamwork as they must use gestures and body language to organize themselves.
  - Young children could line up shortest to tallest, tallest to shortest, short hair to long hair, long hair to short hair etc…
  - Older children could use their birth month, First letter of their name in the alphabet etc…
- Play the game once, then ask the children to discuss:
  - What went well?
  - What could be better?
- Play the game again.
- Was it better?

12.3 Hula Hoop Pass

- Children stand in a circle holding hands and must pass a hula hoop around the circle without breaking the chain. This game emphasizes teamwork and coordination.
- Play the game once, then ask the children to discuss:
  - What went well?
  - What could be better?
- Play the game again.
- Was it better?

12.4 Block Copycat

- Divide the children into groups of three. Assign a builder, messenger, and second builder.
- The first builder puts together a simple model – possibly limit the number of blocks.
- The messenger describes this model to the second builder, who must build a replica of the model according to the messenger's instructions.
- The group with the most accurate replica wins.
- Play the game once, then ask the children to discuss:
  - What went well?
  - What could be better?
- Play the game again.
- Was it better?

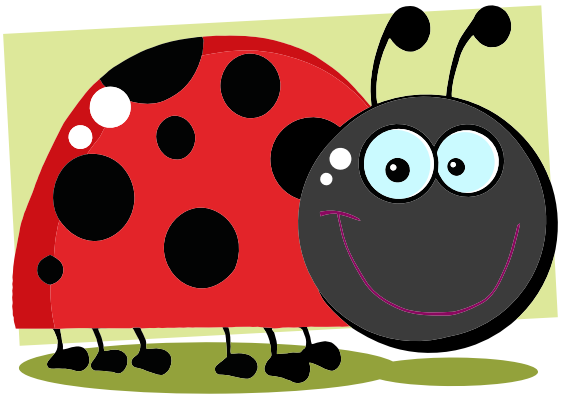


12.5 Pass the Message

- Stand in a line or a circle. The first player thinks of a simple phrase or sentence. For instance: "we are good at teamwork".
- Player 1 whispers the phrase to Player 2.
- The game ends when the message reaches the last person. The last player announces the message they heard to the entire group.
- Play the game once, then ask the children to discuss:
  - What went well?
  - What could be better?
- Play the game again.
- Was it better?



13. The Ladybird and Our Lady - How the Ladybird got its Name & Mary's Surprise



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

I'm going to begin by describing a tiny little creature and you've got to guess what it is. You may have heard about or seen this insect before, they are very common. If you haven't seen or heard about this creature, that's okay because you'll learn about it today and you may want to look out for them. It is a beetle. It has 6 legs. It has a hard shell. It can fly. It is often red. It has black spots. Have you guessed what it is yet? A ladybird.

There are actually lots of different types of ladybirds around the world. Some only have 2 spots, others can have 20 spots and they are not always red. Some can be yellow or orange. The bright colour warns other animals not to eat them. The ladybird can create an oily, yellow liquid that comes out of its legs that apparently tastes horrible. Gardeners and farmers like ladybirds because they eat very small bugs (like aphids) that eat their plants. Ladybirds get rid of the small bugs keeping the plants safe. In North America they are often called a ladybug. But how did the ladybird get its name? Well the story goes…

How the Ladybird got its Name

A long time ago farmers in Britain were being plagued with lots of little pests that were eating their crops. The farmers planted and began growing their wheat and their corn. As fast as they could grow their crops, bugs began eating and destroying all their hard work. This made the farmers sad, they were worried that they were not going to have enough food to eat. Most of the people in Britain at that time would go to church on a Sunday. The farmers prayed. They prayed to Jesus' mother who is called Mary. Jesus' mother is also called the 'Blessed Lady' or 'Our Lady'. They prayed, asking her to help to save them from the pests that were eating their crops. In lots of paintings, Mary was pictured wearing a red cloak. After the farmers had prayed, swarms of tiny red beetles with seven black spots flew into their fields. This surprised the farmers. The tiny beetles ate the bugs and pests that were destroying the farmer's crops. I'm sure the farmers were surprised and happy. The farmers were happy, they thanked God and named the tiny red beetle 'Our Lady's bird', which eventually became ladybird.

Mary is remembered in another story told at this time of year. Who has an Advent calendar? Advent officially starts on the fourth Sunday before Christmas (most Advent calendars start on the

1st December). Advent means 'arrival' and during Advent, Christians remember the events that led up to the arrival or birth of Jesus Christ. In the legend, the 'Lady' in ladybird is Mary the mother of Jesus. In nativity plays, carol services and church services during Advent passages from the Bible are read out that describe the advent of Jesus.

Mary's Surprise

One story goes like this. One day, many years ago. A young woman called Mary was sitting in her bedroom. An angel appeared to her. The angel's name was Gabriel. Mary was very surprised. The angel said to Mary, "Peace be with you! The Lord is with you and has greatly blessed you." Mary was surprised and very scared. "Don't be afraid," said Gabriel. "You are going to have a very important baby. He is the son of God. You need to give him the name Jesus. The Lord God will make him a king." Mary was very surprised, but she knew that being the mother of Jesus was very important. Mary said to the angel Gabriel, "I will do what the Lord wants, let these things happen to me as you have said."

For many Christians, Advent is a time to remember Jesus coming into the world to bring about peace, fairness and justice. In the legend of the Ladybird, the Our Lady's bird came to help. During Advent many Christians think about how they can bring peace, fairness and justice into this world today.

Reflection

How did the Ladybird help the farmers?

What could you help to bring peace and fairness to the world?



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

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



Subsidiary Focus – Advent

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

13.1 I See, I Hear

- Whilst presenting the assembly 'The Ladybird and Our Lady' or the stories 'How the Ladybird got its Name' & 'Mary's Surprise' emphasise the feelings sad, anger, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

13.2 I See, I Hear

- Recount the story 'How the Ladybird got its Name' & 'Mary's Surprise' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy, sad, fear (worry) and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.

13.3 I Understand

- Recount the story 'How the Ladybird got its Name' & 'Mary's Surprise' by asking the children to freezeframe a part of the story.
- Sad – The farmers were sad when little bugs began eating their crops.
- Worry – They were worried that the bugs would eat all their food and they would be left with nothing to eat.
- Surprise – After they prayed, they were surprised to see little red beetles fly into their fields and eat the bugs.
- Happy – They are happy that the bugs had saved them from losing all their food.
- Surprise – Mary was very surprised to see an angel in her bedroom. She was surprised when the angel said that she was going to have the baby Jesus.



13.4a I Feel

- Recount the story 'How the Ladybird got its Name' & 'Mary's Surprise' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Sad – whist acting out a sad face describe in a sad voice that the farmers would have felt sad when little bugs began eating their crops, they may have felt heavy inside, every one act out sad with their bodies.
- Worry – whist acting out a worried face describe in a worried voice that the farmers would have felt worried that the bugs would eat all their food and they would be left with nothing to eat. Their hearts started to beat faster, they have felt a bit hot. Everyone act out worry with their bodies.
- Surprise – whist acting out a surprised face describe in a worried voice that after they prayed, they were surprised to see little red beetles fly into their fields and eat the bugs. They couldn't believe what had happened, they felt shocked and their bodies froze for a moment. Every one act out surprise with their bodies.
- Happy – whist acting out a happy face describe in a happy voice that the farmers were happy that the bugs had saved them from losing all their food. They began to feel relaxed inside, their shock, sadness and worry began to disappear. Everyone act out happy in their bodies.
- Surprise – whist acting out a surprised face describe in a worried voice that Mary was very surprised to see an angel in her bedroom. She was surprised when the angel said that she was going to have the baby Jesus. She couldn't move she was so shocked. Everyone act out surprise in their bodies.

13.4b I Feel

- Recount the story 'How the Ladybird got its Name' & 'Mary's Surprise' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Sad – whist acting out a sad face describe in a sad voice that the farmers would have felt sad when little bugs began eating their crops, they may have felt heavy inside, every one act out sad with their bodies.
- Worry – whist acting out a worried face describe in a worried voice that the farmers would have felt worried that the bugs would eat all their food and they would be left with nothing to eat. Their hearts started to beat faster, they have felt a bit hot. Everyone act out worry with their bodies.
- Surprise – whist acting out a surprised face describe in a worried voice that after they prayed, they were surprised to see little red beetles fly into their fields and eat the bugs. They couldn't believe what had happened, they felt shocked and their bodies froze for a moment. Every one act out surprise with their bodies.
- Happy – whist acting out a happy face describe in a happy voice that the farmers were happy that the bugs had saved them from losing all their food. They began to feel relaxed inside, their shock, sadness and worry began to disappear. Everyone act out happy in their bodies.
- Surprise – whist acting out a surprised face describe in a worried voice that Mary was very surprised to see an angel in her bedroom. She was surprised when the angel said that she was going to have the baby Jesus. She couldn't move she was so shocked. Everyone act out surprise in their bodies.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings in the stories? **(see Variations of… *)**

13.5 I Can

- Using a puppet pretend to be a farmer and recount the story of how the Ladybird got its name. Explain that little bugs have started to eat your crops and you are worried that they will eat all your food and leave you with nothing. They have prayed and they are hoping that something good will happen. But in the meantime, how do they cope with the worry?
- Ask the children for their advice, what should they do. Do they know any calming techniques for the next time the puppet starts to worry too much.
    - A timeout can help us to be quiet. Use a 1-minute countdown timer or sand timer. Can we all be quiet for 1 minute? What did you hear in that 1 minute? Did you still have lots of thoughts in your head whilst we were quiet? *Ask another adult to tell you what they were thinking about in the minutes silence.*
    - A time out can help us feel calm. Can you sit quietly and take 5 deep breaths – breathe in for 3 seconds then breathe out for 3 seconds (repeat 5 times). What were you thinking about during the 5 deep breaths? I was thinking about my breathing, all the other things I was thinking about had to stop whilst I was thinking about my breathing.
    - Sit really quietly and try and listen for your heart beating (possibly demonstrate what it might sound like e,g, YouTube with the sound only).
    - Use your forefinger on one hand and touch the middle of your other hand. Think about how it feels. Can you describe it to someone else.
    - Imagine you're sitting next to a stream of water, what can you hear and what can you see? Play a video of a flowing stream and describe what the sound of the running water sounds like to someone else.
    - Close your eyes and think about somewhere peaceful and calm. Describe what you are thinking to someone else.
    - Use the Makaton or British Sign Language (BSL) signs for peace and quiet. Does the sign for peace help you to think about being quiet?
    - Use the Makaton or British Sign Language (BSL) signs for calm. Does the sign for calm help us to imagine how it feels inside when we are calm?



14. Peace and Goodwill to Men - Lucas' Goodwill to All



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

At Christmas, you might hear people say, "Glory to God in the highest, peace on earth and goodwill toward men." People often write 'peace on earth' on Christmas cards and sing about it in songs like 'Hark the Herald Angels Sing.' The song 'Silent Night' makes Christmas sound calm and peaceful. But sometimes, Christmas is very busy! People practise for Christmas plays, and grown-ups rush around to buy and wrap presents, send cards, and get food ready. Shops are full of bright lights and Christmas music playing all the time. All these things can make Christmas feel noisy and busy, not peaceful at all.

Lots of people hope for peace on earth and goodwill toward men (meaning everyone), and not just at Christmas time. The angels said these words to the Shepherds when Jesus was born in Bethlehem. Peace means everything is calm and nobody bothers you. It would be lovely if everyone could live together happily and peacefully.

A long time ago, people didn't trust Shepherds very much. Some thought Shepherds were not honest and said it was best not to buy wool, milk or lambs from them because they might have taken them without asking. Shepherds were not allowed to help in court because people didn't believe them. But the angels went to the Shepherds and said, "Peace on earth and goodwill toward men." Imagine how the Shepherds felt when the angels wanted kindness for everyone, even for people who didn't like them!

The Shepherds lived in Israel, but their country was ruled by another group called the Romans. The angels wanted the Shepherds to be kind not only to people who didn't like them, but also to those who ruled over their home.

Goodwill is one word that is made of up of two other words, 'good' and 'will'. I think we know what 'good' means. Good means to be nice and kind. 'Will' means a decision or a choice, like wanting to do something. Goodwill means choosing to do good things for other people. It's about being friendly and helpful. Do you try to help others and be kind at this time of year? The angels wanted the Shepherds to be nice even to people who weren't friendly to them or were their enemies. Many people sing or write in Christmas cards that this

is the season of 'peace and goodwill', but it is a choice that we have to make with our actions.

Does anyone know or remember the Golden Rule? Treat other people as you would want them to treat you or love your neighbour as yourself. Do you think the Golden Rule includes being friendly and helpful towards others? If everybody acted on this rule do you think we could live in a world where everybody could live in peace without the fear of others disturbing that peace.

Lucas' Goodwill to All

One cold December morning, Lucas woke up, he could smell Christmas in the air. His dad was cooking mince pies. The smell made Lucas happy. His grandad was at the breakfast table, "At Christmas, we should hope for peace and goodwill to all." Lucas asked what that meant. His Grandad said that it meant that we should all work to make the world a better place at Christmas. Lucas liked that idea. He put on his warm coat and stepped outside, watching his breath float like little clouds.

When Lucas got to school, it was very busy. Children were chatting about Christmas plays and secret presents. Mrs O'Connor, the caretaker, was carrying big boxes of shiny decorations and looked like she needed help. Lucas ran over and helped her hang snowflakes and bright fairy lights. The hall started to look magical! Mrs O'Connor told Lucas that decorating made everyone feel happy.

Later, Lucas saw his friend Rosa sitting quietly. She looked worried about her part in the school play. Lucas sat next to Rosa and listened carefully. He told Rosa a story about how even the shepherds in the Christmas story were treated with kindness. Lucas said, "It's okay to be nervous, Rosa. I'll help you practise." Rosa smiled, and they practised her lines together until she felt better.

At playtime, Lucas saw Ajay standing quietly by himself looking sad. Lucas went over and asked, "Would you like to play football with us?" Ajay's face changed and a little smile appeared on his face. Lucas showed him how to play. Soon, everyone was laughing and having fun together.

At the end of the day, Lucas walked home feeling happy inside. He knew that being kind like helping, listening, and sharing made Christmas special for everyone. Lucas remembered his grandad's words and thought, "I helped to spread peace and goodwill today!"

Reflection

What smells make you feel happy?

What does the term goodwill mean?

How do you feel when people show goodwill to you?

How can you show goodwill towards others?

When is it difficult to show goodwill towards others?



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

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



Subsidiary Focus – Goodwill & Kindness

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad and fear – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad and fear – Also see **Body Language Descriptions***
- **I Feel Descriptions***
- **Variations of***
- A small ball and a larger ball (e.g. table tennis and tennis balls)
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

14.1 I See, I Hear

- Whilst presenting the assembly 'Peace and Goodwill to Men' or the story 'Lucas' Goodwill to All', emphasise the feelings happy, sad and fear (worry). 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.

14.2 I See, I Hear

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

14.3 I Understand

- Recount the story 'Lucas' Goodwill to All' by asking the children to freezeframe a part of the story.
- Ask the children to think about why the different characters would have felt happy sad, and worried.
- Happy – The smell of the mince pies made Lucas feel happy, they reminded Lucas of Christmas.
- Worry – Rosa was worried about her speaking in the school play – she was worried that she would forget her lines.
- Sad – Ajay was sad that no one was playing with him.
- Happy – Ajay's sadness turned to happiness when Lucas asked him to play with them.
- Happy – Lucas was happy that he'd helped to spread peace and goodwill.

14.4a I Feel

- Recount the story 'Lucas' Goodwill to All' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whist acting out a happy face describe in a happy voice that the smell of the mince pies made Lucas feel happy, they reminded Lucas of Christmas. It made him feel good inside, like all was well with the world. Act out a happy feeling in their bodies.
- Worry – whist acting out a worried face describe in a worried voice that Rosa was worried about her speaking in the school play – she was worried that she would forget her lines. Her heart started to beat faster, she felt a bit hot. Everyone act out worry with their bodies.
- Sad – whist acting out a sad face describe in a sad voice that Ajay was sad that no one was playing with him, he may have felt heavy inside, every one act out sad with their bodies.
- Happy – whist acting out a happy face describe in a happy voice that Ajay's sadness turned to happiness when Lucas asked him to play with them. It made him feel good inside, like all was well with the world. Act out a happy feeling in their bodies.
- Happy – whist acting out a happy face describe in a happy voice that Lucas was happy that he'd helped to spread peace and goodwill. It made him feel good inside, like all was well with the world. Act out a happy feeling in their bodies.

14.4b I Feel

- Recount the story 'Lucas' Goodwill to All' and ask the children to tell a partner their favourite part.
- Use the following to describe how people may have felt during the story **(also see 'I Feel Descriptions')**.
- Happy – whist acting out a happy face describe in a happy voice that the smell of the mince pies made Lucas feel happy, they reminded Lucas of Christmas. It made him feel good inside, like all was well with the world. Act out a happy feeling in their bodies.
- Worry – whist acting out a worried face describe in a worried voice that Rosa was worried about her speaking in the school play – she was worried that she would forget her lines. Her heart started to beat faster, she felt a bit hot. Everyone act out worry with their bodies.
- Sad – whist acting out a sad face describe in a sad voice that Ajay was sad that no one was playing with him, he may have felt heavy inside, every one act out sad with their bodies.
- Happy – whist acting out a happy face describe in a happy voice that Ajay's sadness turned to happiness when Lucas asked him to play with them. It made him feel good inside, like all was well with the world. Act out a happy feeling in their bodies.
- Happy – whist acting out a happy face describe in a happy voice that Lucas was happy that he'd helped to spread peace and goodwill. It made him feel good inside, like all was well with the world. Act out a happy feeling in their bodies.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings in the stories? **(see Variations of… *)**

14.5 I Can

- Using a puppet, recount the story 'Lucas' Goodwill to All'.
- Ask the children how they can bring goodwill to everyone in the school.
- Ask the children to discuss in pairs.
- Ask the children to decide which idea would bring more peace and goodwill.



15. Nativity Art



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

What do you think of when you hear the word Christmas? If you were to type in 'Christmas' to google images, what images do you think you would see? Today we are going to think about the events of the first Christmas. Can anyone tell me what a nativity is? Would anyone like to describe a nativity scene for me? The term 'nativity' means the event of a person's birth. If you told me when and where you were born, you would be telling me about your own nativity.

The birth of Jesus can be found in the Bible, but it isn't told in one big story. It is written as lots of little stories that Christians have put together to what we today know as the Christmas Nativity. One story tells us that Angel Gabriel met Joseph, Mary's soon to be husband, in a dream and tells him about Jesus' birth. Another story explains that wise men came from the East following a star and gave the baby Jesus gifts of gold, frankincense and myrrh. The Bible doesn't call them kings and it doesn't say how many there were. The Bible describes how Joseph and Mary escaped to Egypt when king Herod wanted to get rid of Jesus. In another part of the Bible there is a story about Mary's cousin called Elizabeth and her husband called Zechariah. They both find out that they are going to have a baby who grew up to be known as 'John the Baptist'. In the same part of the Bible there is a story that we heard about a couple of weeks ago when we learned about the lady bird. Mary, Jesus's mother, was visited by the angel Gabriel and was told that she was going to have God's son. Another story includes the account of the Roman Emperor, Caesar Augustus. He ordered everybody to go back to the place where they were born to register their birth and as a result, Joseph and Mary travel from Nazareth to Bethlehem. The Bible records that there is no room in the inn, so Jesus is born and laid in an animal feeding trough or manger. The last story that is often included in a Christmas nativity is the angel Gabriel's visit to the shepherds living out in the fields nearby, keeping watch over their flocks at night. The shepherds then go and visit. The Bible doesn't include a stable or animals in the stories about the birth of Jesus, but they are often found in Christian art about the nativity and included in nativity plays.

Some of the earliest artwork that include images from Jesus' nativity date back to only a couple of hundred years after Jesus' life. Wealthy Roman citizens would dig burial chambers (or graves) to bury their families and friends and decorate the coffins with statues or images of Roman Gods. Christians began copying this practice and drew pictures from the life of Jesus on the coffins of their fellow believers. One of the oldest nativity themed images comes from one of these tombs. It is a picture of the three wise men presenting their gifts to Jesus, who is sitting on Mary's knee. **Image can be found by image searching – 'sarcophagus severa indeovi vas'.** Images of Jesus' birth were also used to decorate churches and were also used in peoples' homes. A 1500-year-old mosaic of the wise men can be found in a church (Basilica di Sant' Apollinare Nuovo) in Italy in a place called Ravenna. **Image search – Wise men of Ravenna.**

The famous Saint called Francis of Assisi is possibly the first person to create a 'real' nativity scene over 750 years ago. A fellow monk explains that in 1223 St Francis asked the leader of the Roman Catholic Church if he could 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 (also called an ass). He then invited villagers to come and look at the scene while he told them the story of Jesus being born in Bethlehem. The hay that St Francis had used in the manger (or feeding trough) was fed to local cattle that were ill and it is said that it made them better again.

Nativity scenes became popular over the next couple of hundred years and they are still a way of remembering the Christmas story today. There are now countless numbers of images of Jesus' nativity in art. Nativity scenes are included on stain glass windows, in paintings, in statues, in plays, films and of course on Christmas cards. For many Christians pictures are an important way to retell and remind people of the events that took place in the Bible. This week we are going to continue to explore the story of Advent and Christmas in some of these pieces of art.

Reflection

How can pictures help us to tell a story?

Many traditions and things we do have their roots in events long past, many of which we are completely unaware. As we celebrate our various traditions this year, may we not forget that we are linking with and reliving history.



Activities

Focus – The Nativity

Preparation

The activities for this week (from day 2) will focus on artwork to retell the stories included in the Christmas Nativity. For each day show the picture. Recount the part of the Christmas Nativity it relates to and discuss some or all of the reflection questions. Each day will suggest a specific piece of artwork that can be found on internet image sites. There will also be lots of other pieces of artwork depicting the same event. Please choose one that you think the children will like. Please find a good quality version of the image to show the pupils.

15.1 I See, I Hear

- Read the assembly 'Nativity Art'.
- There are some very well produced children's videos of the Nativity on YouTube and other video sharing websites. Examples: Saddleback Kids Christmas or BBC Teach 'The Christian Story of the First Christmas'. Also Google search – CBeebies: Let's Celebrate – Christmas.

15.2 The Annunciation – Mary

Suggested Image: The Annunciation (c.1450) by Fra Angelico (Prado altarpiece).

Reflection Questions:

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- How do we know it is Mary?
- How do we know it is Gabriel?
- Is this how you imagined the scene?
- What's happening in the background?
- What is the best part of the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?

15.3 Joseph

Suggested Image: 'The Dream of Saint Joseph' (c.1642-3) by Philippe de Champaigne

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- How do we know it is Joseph?
- Do we know what Joseph did for a job? Is this included in the picture? (What is at Joseph's feet?)
- How do we know it is Gabriel?
- Is this how you imagined the scene?
- What's happening in the background?
- What is the best part of the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?

15.4 The Shepherds

Suggested Image: 'The adoration of the Shepherds' (1609) by Michelangelo Merisi (Caravaggio).

There are lighter and darker versions of this piece, lighter ones show more detail, the darker ones have more atmosphere. Possibly show both.

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- How do we know these are the shepherds?
- Can you describe what the shepherds are thinking?
- Is this how you imagined the scene?
- What's happening in the background?
- Can you see the ox and male donkey? (Who else included an ox and a donkey in a nativity scene? Answer: St Francis of Assisi)
- What is the best part of the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?

15.5 The Wise Men

Suggested Image: 'The Magi Journeying' (c.1890) by James Tissot: or 'The Journey Of The Magi' (c.1433-35) by Sassetta (Stefano di Giovanni)

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- How do we know these are the wise men?
- Is this how you imagined the scene?
- What's happening in the background?
- What is the best part of the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?

Tissot…

- What is missing from this picture?
- Where are the gifts?

Sassetta…

- What are the people in the middle looking at?
- Where is the star?
- Where are the gifts?

16. Traditional New Year



Preparation

If you haven't got these to hand, you could print them.

1. 12 grapes
2. Suitcase
3. Bell
4. Goggles
5. Paper plate
6. Animal mask
7. Coloured underpants
8. Ice-cream (Print)
9. TV (Print)
10. Plastic or paper cup

10 volunteers will each need to act out the tradition using the actual or printed item above. The first tradition involves eating 12 grapes, to reduce the risk of choking don't place the pupil under a time constraint and have a drink of water to hand. Make sure the pupil isn't allergic to grapes.

Throughout this week there are references to traditions from around the world and the home countries, if pupils (or you) celebrate variations of these traditions please email them to phil@simplycollectiveworship.co.uk

Do you or your family have any traditions that you do during Christmas or New Year? Traditions are an important part of community celebrations around the world. Today we are going to be thinking about New Year's Eve and New Year's Day traditions. I need ten volunteers to act out traditions from all over the world that take place on or around New Year.

Wording in bold is what the volunteer must act out before you explain the tradition.

Eat the twelve grapes (don't give the pupil/or teacher a time limit, explain the tradition after the pupil has eaten the twelve grapes). The first tradition involves eating 12 grapes in 12 seconds and is popular in Spain. The 12 grapes and 12 seconds represent the 12 months of the new year. Being able to complete it will bring good luck for all 12 months.

Walk around the hall/room with a suitcase. The second tradition requires a suitcase. In some Latin American countries, like Colombia or Mexico some people carry a suitcase 'around the block' (around where they live) at midnight in hope that they will be able to travel in the new year. Sometimes whole families walk around with suitcases at midnight.

Ring a bell. On New Year's Eve, the traditional ceremony of Joya-No-Kane is held across Japan. Buddhist Temple bells are rung 108 times, representing the suffering of the old year. The bell ringing will finish on the stroke of midnight.

Put on goggles and pretend to dive and swim. In some cold countries like Russia, people will break the ice on lakes, put on

goggles, a swimming costume or trunks and go for a New Year's Day swim. On the 19th January some Orthodox Christians cut the surface ice on lakes into a cross shaped swimming pool and then swim to remember Jesus being baptised in the Jordan river by John the Baptist.

Throw the paper plate on the floor. In Denmark, it is traditional to keep your chipped and unwanted plates, dishes and cups and then on New Year's Eve, smash them against the door of a friend.

Hold up the animal mask and dance. In Romania, mask-dances are popular on New Year's Eve. Masks of animals like goats, bears, or horses are worn and accompanied with a special dance. Some Romanians will not eat chicken or any other bird on New Year's Day just in case their luck flies away.

Hold up the underpants or pretend to put them on. Wearing different coloured underpants represents your hopes for the new year in Brazil. If you wear yellow underpants and the New Year begins, it means you hope for wealth and money in the year ahead. Red represents love and romance and green means that you hope for good health in the next 12 months. Wearing black underpants as the clock strikes midnight may bring you bad luck.

Drop the picture of the ice-cream on the floor. In Switzerland some people drop ice cream on the floor on New Year's Eve believing it will bring them wealth and money in the coming year.

Open an imaginary window and throw the picture of the TV through it. Although it is against the law in South Africa now, some people used to throw their old televisions, furniture and rubbish out of the window on New Year's Eve as they cleaned and prepared their house for the new year.

Open an imaginary window and throw a plastic or paper cup through it. In some Latin American countries, people throw a bucket of water out of a window on New Year's Eve (probably not including the bucket). This represents throwing away the suffering and tears of the old year before the New Year starts.

Today we have heard about ten traditions that take place in different countries around the world. During the rest of the week we are going to hear about New Year traditions that take place in our home nations – England, Ireland, Scotland and Wales. During New Year and at other times throughout the year, people around the world take part in individual, family or community traditions as a way of celebrating special occasions. Many of the New Year traditions represent hope for the coming year. The hope of a holiday in the case of the suitcase, the hope of good health by wearing green underpants and the hope of a clean and orderly life by throwing stuff out of the window.

Reflection

Are you thankful for the beginning of a new year and possibly a fresh start.

What do you hope for this year?

Is there anything that you can do to help that hope come true?

From the ten traditions you heard today, which is your favourite?

Do you think everyone in those countries follow these traditions?



Activities

Focus – New Year Traditions from around the World

Preparation

Pre-read all of the traditions and consider how a child may act out the tradition.

16.1

- Read the assembly 'Traditional New Year'.

16.2 England

- This week we are thinking about New Year's Eve and New Year's Day traditions. We'll try and act some of them out.
- Yesterday we heard about 10 traditions from around the world, which was your favourite tradition?
- Today we are going to hear about some traditions that take place in England.
- 1) In the Northumberland village of Allendale, there is a procession through the streets on New Year's Eve that has been going on for over 150 years. 45 men, called 'Guisers', often in fancy dress, carry flaming barrels filled with tar on their heads. They parade through the village streets until they finally throw their barrels onto a bonfire. Only family members of previous Guisers are allowed to carry the barrels.
- 2) There is a tradition in Yorkshire to say "black rabbits" three times just before midnight and then "white rabbits" three times as the bells signal the new year believing it will bring you good luck for the next twelve months.
- 3) There are many traditions that probably no longer take place. It was once popular for young ladies to drop an egg white into water believing that the first letter of the name of the man they would marry would appear.
- 4) Another tradition that probably doesn't take place today involved farmers placing a cake on the horns of a cow, singing a song and performing a dance. If the cake fell forwards the farmer would have good luck for the rest of the year.

16.3 Ireland

- This week we are thinking about New Year's Eve and New Year's Day traditions. We'll try and act some of them out.
- Yesterday we heard about four traditions from England, can you remember what they were? Today we are going to hear about traditions that take place around New Year in Ireland.
- 1) In Ireland, bad luck and evil spirits can be chased away by banging bread on the wall. The tradition encourages good luck in the hope that there will be plenty of bread in the coming year.
- 2) For some in Ireland, the first person to enter your house on New Year's Day could either bring good luck or bad luck for the coming year depending on who they are. A handsome man with dark hair will bring a year of good fortune. Some families would send a dark-haired male from the family to walk out the front door and then be the first person to walk back in.
- 3) Another New Year's Day tradition involves visitors entering your house by the front door, but they must leave by the back door. Leaving through the front door will bring bad luck.
- This is a traditional Irish Blessing…
- "Count your blessings instead of your crosses.
  Count your gains instead of your losses.
  Count your joys instead of your woes.
  Count your friends instead of your foes.
  Count your smiles instead of your tears.
  Count your courage instead of your fears.
  Count your full times instead of your lean.
  Count your kind deeds instead of your mean.
  Count your health instead of your wealth.
  Love your neighbour as much as yourself."



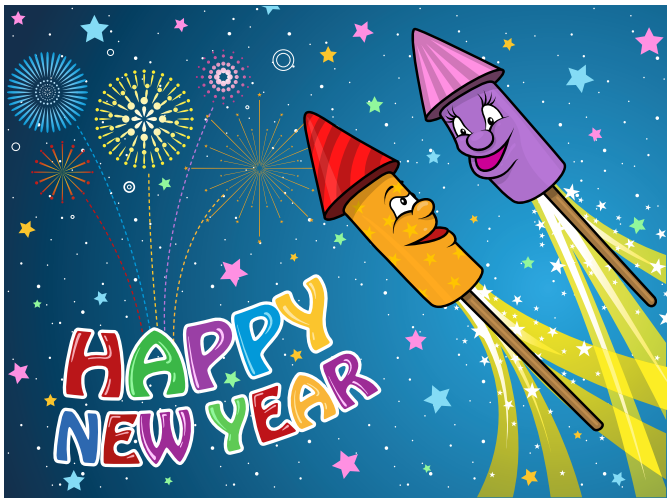
16.4 Scotland

- This week we are thinking about New Year's Eve and New Year's Day traditions. Yesterday we heard about three traditions from Ireland, can you remember what they were?
- Today we are going to hear about some of the many traditions that take place in Scotland.
- Hogmanay is the name given to the Scottish celebration at New Year. Hogmanay is thought to have its roots in the Vikings coming to Scotland over 1100 years ago.
- 1) Walks through the town with traditional bagpipes, drums and flaming torches take place across Scotland. A flaming torch is often a wooden pole with rags at the top that are lit. In Comrie, Perthshire, the flaming torches are made out of long, thick birch branches. In Stonehaven in Aberdeenshire giant fireballs are swung around on long metal poles whilst parading through the town. Edinburgh's Hogmanay celebrations are the biggest with hundreds of thousands of people going to the city to welcome in the new year.
- 2) On New Year's Day the tradition of 'first footing' involves a dark-haired man being the first person to set foot in the house carrying items that will bring good luck in the coming year. The items vary for different families and regions. Common items are coal, bread, money and salt. What do you think these items represent? Coal to represent heat and warmth. Bread representing food. Money represents wealth. Salt is called a preservative which means it makes things last longer.
- 3) Auld Lang Syne is sung across the UK at New Year. Although versions of it were sung to the same tune for over 300 years the version that is sung today was written by a famous Scottish poet called Robert Burns, who published the song in 1788.

16.5 Wales

- This week we are thinking about New Year's Eve and New Year's Day traditions.
- Yesterday we heard about three traditions from Scotland, can you remember what they were?
- Today we are going to hear about some of the traditions that take place in Wales.
- 1) Calennig is a Welsh custom in which groups of young boys used to knock on the doors of people in their community and wish them good health and prosperity for the coming year singing to the inhabitants and splashing them with water. The boys may have given the householder an apple decorated with twigs, cloves, dried fruit and holly. In return the children would receive gifts of food or money.
- 2) In Wales there were many traditions that took place on Christmas Eve or Christmas Day. Plygain is the custom of Welsh men meeting at the church or chapel at 3am on Christmas morning to sing Christmas carols for three or more hours.
- 3) On Christmas Eve, Noson Gyflaith or toffee evening involved boiling toffee in a pan. Bits of the toffee or taffy were then dropped in ice cold water. The taffy would curl into all sorts of shapes, some families hoped the taffy would form the first letter of the name of the person, that younger family members would end up marrying.
- 4) Mari Lwyd is a horse's skull and jaw bone that was decorated with bells and draped with a white sheet on a pole that would be paraded through the streets of Welsh towns and villages by a group that would knock on doors and hurl abuse (in Welsh) at the people inside, who in turn would say offensive things back (in Welsh). Then the group would go into the house for a drink before moving on. Some Welsh towns are reviving a version of this tradition.

17. New Year's Resolutions - The Sower, Seeds and Soil



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

Preparation

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

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

Last week we explored various New Year's Day and New Year's Eve traditions from around the world. Many of the traditions that we explored are thought to bring the person good luck in the new year. Can anyone remember any of the lucky traditions? Eating 12 grapes, carrying a suitcase at midnight, different coloured underpants or throwing water out of the window are all ways that people from around the world practice their traditions. Can anyone describe what we mean by the word luck? If someone is described as lucky, then we think of good things happening to that person without them really doing anything to make them happen or a person being successful without really trying.

For some people traditions are the things that have been done by their family or community for many years. Other people complete the traditions in the hope that good things will happen to them in the coming year. In the tradition of first footing, it is considered good luck for a man with dark hair to be the first person to enter your house on New Year's Day. There is one explanation as to why people practice this tradition that may explain why it is considered 'lucky'. The Vikings were a group of people originally from Scandinavian countries like Denmark, Norway and Sweden. The people of Britain first saw the Vikings as they approached British shores in long boats. The people of Britain welcomed the new visitors, but the Vikings fought them instead. Vikings are often pictured as big men with blonde hair. Having a blonde-haired Viking coming through your door on New Year's Day would not have been very lucky so you can see why this tradition probably started.

New Year traditions are not the only things people do in the hope that good things will happen in the New Year. Can anyone tell me what a New Year's resolution is? A New Year's resolution is a decision to do something or not do something over the coming year.

These are popular New Year's resolutions that adults or children will make this year. For each one can you tell me what they are hoping for? Some of them are very similar.

1. Do more exercise
2. Save money
3. Play an instrument
4. Read more
5. Eat more healthy food
6. Join a gym
7. Recycle more
8. Play more sport
9. Keep a tidier house/bedroom
10. Be kinder

If a person wants to get fit, what do they need to do? What does someone need to do if he or she wants to get better at playing an instrument? What would you need to do if you wanted to get better at playing football, basketball or netball?

A 'resolution' is when you make a promise to yourself to do something or not do something. Many people make promises like this at the start of the New Year. For example, if you want to play more sport, just saying it is not enough. You need to go and play more sport! That might mean joining a sports club, playing even when you feel a bit tired, and practising, even if it is a bit tricky at first. Sometimes you might feel sad if you can't do something yet, but if you keep trying, you will get better. Resolution means a strong decision to do or not to do something.

Lots of grown-ups make promises to themselves at New Year, like eating better, getting fit or learning an instrument. But many people stop trying before January is even over? This isn't because they don't want to do these things, but because it can be hard to keep doing the things you need to do to reach your goal.

The word resolution sounds like a word that has a similar meaning. The word 'resolve' can also mean a strong decision. If you are a determined or stubborn person, you may be described as a person with strong resolve. Resolution also contains the word, solution. A person may be resolved to see a problem through until they find a solution. What are the various solutions to the New Year's resolutions we mentioned earlier?

The word 'resolve' is a bit like 'resolution' – it means you really want to do something and you try your best, even when it's hard. If someone is very determined, people might say they have strong resolve. The word 'resolution' also has 'solution' in it, which means finding an answer to a problem. So, if you make a New Year's resolution, you are making a promise to solve a problem or do something good. Can you think of ways to keep your New Year's resolutions, like eating healthy food, playing more sport, or being kinder?

Jesus told a story to help people understand how to keep trying and reach their goals. In the story, he talks about three ways people can give up and not reach what they want. Jesus also explains how, with the right help, a little seed can grow big and strong. Let's watch or listen to the story of the Sower and the Seeds. We will think about the way in which people give up in our active reflections this week.

Reflection

Have you made a New Year's resolution?

What would you like to get better at this year?

What do you need to do to make sure that you are able to get better at it this year?



Activities

Feeling Focus – Happy, Sad, Anger and Fear (worry)



Subsidiary Focus – Determination

Optional resources to support this week's theme:

- Bookmark Matthew 13:1-23 or download the video 'The Parable of the Sower and the Seeds' (2m 56s) http://www.max7.org/en/resource/ParableSower Videos can be downloaded on memory sticks and kept as a permanent resource in the school courtesy of www.max7.org

17.1 I See, I Hear

- Present the assembly 'New Year's Resolutions' and show the video 'The Parable of the Sower and the Seeds'.

17.2 The Path

- Whilst presenting the story 'Jamie's Kite – Part 1' emphasise the feelings sad (disappointed) and shame (embarrassed). 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.

Jamie's Kite – Part 1

Jamie loved things that fly. He loved planes, helicopters, hot air balloons, anything that could soar into the sky. He had made a kite with his dad and was looking forward to the day when the wind was just right. No wind and the kite wouldn't get into the sky. Too much wind and the kite would break.

One Saturday afternoon Jamie was playing on his Xbox. His dad said that the weather was perfect and that they could go to the park to fly the kite. Jamie told his dad that he'd come and fly the kite once he'd finished the game. Jamie finished his game, but without his dad knowing he started another game. Jamie soon forgot about the kite and carried on playing online with his friends.

That evening whilst getting ready for bed, Jamie's dad reminded Jamie about the chance to fly the kite. Jamie felt a little embarrassed. "Oh, I completely forgot," said Jamie. Jamie's dad said that he'd forgot as well because he was busy in the garage, "I hope we get a change next week." They both agreed.

- In the parable of the Sower and the Seeds, the first type of ground that the seeds fell on was the path. A path is hard and cold, not a good place to help seeds to grow. In the parable, Jesus said that the birds came and ate the seeds. The seeds were not able to start growing and then the birds came and ate the seed so it couldn't grow. In the story today, Jamie was given the chance to fly his kite. Like a seed that feel on the path, Jamie didn't take the chance. He completely forgot and missed the chance to fly his kite.
- How did Jamie feel missing out on flying the kite?
- What should Jamie have done to make sure that he was able to fly his kite?

17.3 The Rocky Soil

- Whilst presenting the story 'Jamie's Kite – Part 2' emphasise feeling sad (disappointed). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs.

Jamie's Kite – Part 2

The following Saturday afternoon, Jamie was playing on his Xbox again. His dad said that the weather was perfect and that they could go to the park to fly the kite. Jamie told his dad that he'd come and fly the kite once he'd finished the game. "We'll try not to forget this time," said his dad.

Jamie finished his game and went to find his dad. His dad was in front of the TV asleep. Jamie's mum said that they should give his dad another half hours sleep because he'd been working hard and needed the rest.

It was a long half hour, Jamie looked out of the window. He could see the wind in the trees and imagined the kite flying high. 30 minutes passed and they woke his dad up. Jamie grabbed the kite and they walked out the door. They got to the park and sent the kite up. They had only just started flying the kite when it started raining, hard. They'd missed out on flying the kite again. "Maybe next week," Jamie said disappointedly as they walked home dripping wet.

- The second type of ground that Jesus described in the parable of the Sower and the Seeds was the rocky soil. The seeds that fell on the rocky soil could grow quickly. There was just enough soil to ensure a positive start and the seeds sprouted and grew. In the story today, Jamie was given another chance to fly his kite. This time he did everything he needed to do, but his dad was tired and fell asleep. By the time they did get the chance to fly the kite the weather had changed and they missed out again. Like in the parable, the seed started well, but other things got in the way and Jamie and his dad missed out again.
- How did Jamie feel missing out on flying the kite?
- What could Jamie have done to make sure that he was able to fly his kite?

17.4 The Thorns

- Whilst presenting the story 'Jamie's Kite – Part 3' emphasise feeling 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.

Jamie's Kite – Part 3

The following Saturday afternoon, Jamie was playing on his Xbox again. His dad said that the weather was perfect and that they could go to the park to fly the kite. Jamie finished his game straight away. They grabbed the kite and in no time at all they were in the park ready to fly the kite.

Jamie held the kite string tight and his dad threw the kite into the air. It did one large loop in the sky and then hit the ground with a bump. They did it again, but bump, the kite fell to the ground again. Again and again the kite went up, but straight away it came back down.

"I can't do this!" said Jamie angrily.

"Yes you can! Try it again," his dad replied.

Jamie tried again, but he just couldn't get the kite to fly. Jamie could feel himself getting angrier and angrier. He threw down the string and started to cry. His dad came over and suggested that they go home so Jamie could calm down. They could try again next week if it was windy enough. Jamie said that he was never going to try to fly his kite ever again.

- The third type of ground that Jesus described in the parable of the Sower and the Seeds was thorny. The seeds that fell on the thorny soil could grow quickly. But alongside the seeds were thorns that tangled the little plant so that is stopped growing. In the story today, Jamie was given another chance to fly his kite. This time thorny thoughts came into his mind when the kite fell to the ground. The thorny thoughts made Jamie angry and he stopped trying to fly his kite.
- What stopped Jamie from flying his kite?
- What could Jamie have done to make sure that he was able to fly his kite?

17.5 The Good Soil

- Whilst presenting the story 'Jamie's Kite – Part 4' emphasise the feelings happy (excited), sad (disappointed) 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.

Jamie's Kite – Part 4

It was Saturday morning and Jamie was telling his dad all about the Parable of the Sower and the Seeds. They had learned about the story at school. Jamie's teacher, Mr Stephens had told them that the different types of ground were like the things we do or say or feel when we are given the chance of doing something great. Jamie had told Mr Stephens about how he and his dad had spent the last few weeks trying to fly the kite, but each week something had gone wrong. Mr Stephens said that it was just like what Jesus was trying to say in the parable.

The first week Jamie got distracted, he forgot about flying the kite. Jamie's chance to fly the kite had nowhere to go, like the seed on the path. The chance to fly the kite was lost like the seed being eaten up by the bird.

The second week Jamie's dad had fallen asleep, so when they got to the park, they hadn't enough time before it started to rain. Like the seed on rocky soil, the chance to fly the kite started well, but because they got to the park late the chance to fly the kite quickly came to an end.

The third week, Jamie had been eager to get to the park to fly the kite. The kite kept hitting the ground. Thorny thoughts made Jamie feel angry so he stopped trying to fly the kite. Like the seed falling on thorny soil, the chance to fly the kite started well, but thorny thoughts, like the thorns in the soil stopped Jamie from flying the kite.

"Is there a happy ending to this story," Jamie's dad asked.

"Yes!" Jamie replied. Jamie went on to tell his dad about the last seed. This seed fell on good soil. The seed was able to grow up big and strong. Mr Stephens had told Jamie that he needed to try and fly the kit again.

"Perfect," said his dad. The weather seems perfect for the kite, why not let us have another go.

Excitedly, Jamie grabbed the kite. "Let's go!" and holding his dad's hand they went off to the park.

- How do you think the story is going to end?
- What can we learn from the Parable of the Sower and the Seeds

18. Wise and Foolish Builders - The Parable of the Piano Players



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

Preparation

The following link is to a 2 minute 4 second video of the parable of the Wise and Foolish Builders www.max7.org/en/resource/WiseFoolishBuilders This video can be downloaded and kept as a permanent resource courtesy of www.max7.org

Can anyone remember the theme of last week's assembly and thoughts for the day? We thought about New Year's resolutions, we also thought about the parable of the Sower and the Seeds and what we might need to do if we want to reach our goals and targets. Can anyone remember what the word 'resolution' means? It means a strong decision to do or not to do something. What do you need to decide to do if you want to read more books this year? Make time to read or select books that are interesting. What do you need to decide not to do if you want to read more books this year? You may need to decide not to watch as much TV, or not play computer games as often. If you want to play an instrument, get better at a sport or even become a better friend, there are choices that you can make that will help.

To help us think about how important our decisions are we are going to explore another of Jesus' parables.

Wise and Foolish Builders

(Adapted from Matthew 7:24-27) Jesus told a famous parable about two men who wanted to build themselves a house each. The first man sought out a spot that would be ideal for his house. He found a plot of land that had a very firm base. Jesus said that he built his house 'on the rock'. The second man found his spot straight away, no searching for him. He did not 'waste' his time looking for a solid or firm base. Jesus said that this man built his house on the sand. Both men completed their houses and sat down in front of the telly (not in the Bible version). One evening, not long after both men had completed their houses, it started raining. Both men had to turn the volume up on the telly as the wind outside was making it hard to hear. One house was bolted to the rock, it didn't move, and the man sat safely in his house. It wasn't so for the other house, the sand that it was on moved in the wind, the foundations began to give way, and the house came tumbling down. The wise man was happy he had put in the effort to find the right spot for his house. The foolish man was sad because he knew it was his own fault that his house fell down.

Jesus spent a lot of his time teaching people about how they should treat others and how they should live their lives. Jesus told this parable at the end of one of his most famous teaching sessions. Jesus said that those who do what he says are like the wise man whose house stayed up. Those who didn't do what he said were like the man whose house fell down. The choices that we make now can help us in the future. Any sports person or musician know that practise is very important if you want to get better at something. We may know this already. but knowing it isn't enough. Practise is the only thing that will help a person become a better musician or sports person. They would also say that you should practise something that you probably can't do rather than repeatedly practising something that you find easy. We're going to hear the story of the wise and foolish piano players.

The Parable of the Piano Players.

Jamie and Jess were twins. They both liked playing the piano and had already passed their Grade 1 piano exam. At the start of the new year, they both made the same promise to themselves. "We are going to pass Grade 2 piano this year!" they said. To pass Grade 2, they needed to practise three new pieces of music, learn their scales and try playing new music they had never seen before

Jamie and Jess went about this in very different ways. Jess chose three piano pieces that she thought looked quite tricky. At first, she made lots of mistakes, but she didn't give up. She practised a little bit every day. Sometimes she felt fed up, but she kept going. She practised her scales, even the ones she didn't like. She also tried playing new music and asked her mum and grandma to listen and help her. Slowly, Jess got better and better. She felt proud because she knew she had tried her best.

Jamie chose the three piano pieces he thought were the easiest. When the music felt hard, he stopped practising and played his old Grade 1 songs instead because they made him feel better. Jamie didn't practise his scales very much. He looked at them and thought, "I'll probably be fine." Sometimes he forgot to practise at all. When the piano exam came, Jamie felt worried because he knew he hadn't practised enough.

On the day of the piano exam, Jess did really well. Her practise had paid off. She was delighted, she had passed the piano exam, but more importantly, she was a better piano player. But not so for Jamie. He didn't pass. He was sad. Jamie had watched his sister practise, and he knew why he hadn't passed. He was frustrated with himself. "This time next year I will have passed my piano exam!" he said.

What were the steps in building the house on firm foundations and passing the piano exam? In both stories, the wise builder and wise piano player were called wise because they worked hard to get what they wanted. The foolish builder and foolish piano player were both called foolish because they could have been successful, but they wasted that potential.

Reflection

Why were the wise builder and the wise piano player successful?

What stopped the foolish builder and foolish piano player from reaching their potential?

What do you need to do today to help you reach your potential or move a little more towards achieving your goals?



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

Feeling Focus – Happy (delight), Sad and Anger (frustration)



Subsidiary Focus – Practise, Determination and Resilience

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad and anger – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad and anger – Also see **Body Language Descriptions***
- **Variations of***
- A small ball and a larger ball (e.g. table tennis and tennis balls)
- 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 'Wise and Foolish Builders' or the story 'The Parable of the Piano Players' emphasise the feelings happy (delight), sad and anger (frustration). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

18.2a I See, I Hear – I Understand

- Recount the story 'Wise and Foolish Builders' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy and sad. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.
- Happy – With a happy face, describe in a happy voice that the wise man was happy because his house still kept him dry and warm in the wind and the rain. His effort had paid off and his house stayed up.
- Sad – In a sad voice with a sad face explain that the foolish man was sad because his house had fallen down. He was cold and wet and he had to rebuild his house.

18.2b I See, I Hear – I Understand

- Recount the story 'Wise and Foolish Builders' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy and sad. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies.
- Why was the wise man happy?
- Why was the foolish man sad?
- Happy – With a happy face, describe in a happy voice that the wise man was happy because his house still kept him dry and warm in the wind and the rain. His effort had paid off and his house stayed up.
- Sad – In a sad voice with a sad face explain that the foolish man was sad because his house had fallen down. He was cold and wet and he had to rebuild his house.

18.3a I See, I Hear – I Understand

- Recount the story 'The Parable of the Piano Players' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (delight), sad and anger (frustration). Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies
- Happy – In a delighted voice and with a happy face explain that Jess was delighted because she had passed her piano exam.
- Sad – In a sad voice and with a sad face explain that Jamie was sad because he hadn't passed his piano exam.
- Anger (Frustration) – In a frustrated voice and with a frustrated voice explain that Jamie was frustrated with himself for not practising.

18.3b I See, I Hear – I Understand

- Recount the story 'The Parable of the Piano Players' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (delight), sad and anger (frustration). Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies
- Why was Jess delighted and Jamie sad?
- Happy – In a delighted voice and with a happy face explain that Jess was delighted because she had passed her piano exam.
- Sad – In a sad voice and with a sad face explain that Jamie was sad because he hadn't passed his piano exam.
- Anger (Frustration) – In a frustrated voice and with a frustrated voice explain that Jamie was frustrated with himself for not practising.



18.4a I Feel

- Recount the story 'The Parable of the Piano Players' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (delight), sad and anger (frustration). Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies
- Delight – whilst acting out a happy delighted face, describe in a happy and delighted voice that Jess was delighted because she had passed. Her tummy felt full of sparkles, her chest felt warm and her body wanted to smile.
- Sad – whist acting out a sad face describe in a sad voice that Jamie didn't pass his piano exam. He felt like his tummy was droopy, his chest felt sore or empty, and his body wanted to curl up or be very still.
- Frustration – whist acting out a frustrated face explain that Jamie was annoyed with himself. He wished he could go back and practise. His tummy felt tight, and his chest felt full, his face felt hot, and he wanted to squeeze his hands tight.

18.4b I Feel

- Recount the story 'The Parable of the Piano Players' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (delight), sad and anger (frustration). Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies
- Why was Jess delighted and Jamie sad?
- How did it make them feel?
- What did it feel like on the inside?
- Delight – whilst acting out a happy delighted face, describe in a happy and delighted voice that Jess was delighted because she had passed. Her tummy felt full of sparkles, her chest felt warm and her body wanted to smile.
- Sad – whist acting out a sad face describe in a sad voice that Jamie didn't pass his piano exam. He felt like his tummy was droopy, his chest felt sore or empty, and his body wanted to curl up or be very still.
- Frustration – whist acting out a frustrated face explain that Jamie was annoyed with himself. He wished he could go back and practise. His tummy felt tight, and his chest felt full, his face felt hot, and he wanted to squeeze his hands tight.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings in the stories? **(see Variations of… *)**

18.5 I Can

- Using a puppet, recount the story of the 'Wise and Foolish Builders' by asking the children to tell you what they can remember.
- Why was the wise man happy?
- Why was the foolish man sad?
- Recount the stories of the 'The Parable of the Piano Players' by asking the children to tell you what they can remember?
- Why was Jess delighted?
- Why was Jamie sad?
- What could the foolish builder do to make sure that his house stays up in the future?
- What should Jamie do to make sure that he passes his piano exam next time?



19. Martin Luther King Jnr Day



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

Turn to a partner and tell them what colour eyes they have. Who has blue eyes? Can you change the colour of your eyes? (Easily and forever?) What would you think if I said that those with blue eyes are not going to get any dinner today, also we're going to take away the playtime from children with blue eyes? Turn to a partner and tell them what colour hair they have. Who has blonde hair? Can you change your hair colour forever? What would you think if I said that I believe that blonde haired children are lazy and I need to be very strict with them to make sure they get their work done and punish them if they don't complete it? If you had blue eyes or blonde hair you might feel sad because you are being treated differently to others. It might make you feel angry because you know it's not right. Blue eyed children are just as hungry as other children. Blue eyed children have the right to play just as much as everyone else and blonde-haired children are not lazy. You might feel ashamed because of what other people think or say about you. You might feel sad because you can't do what other people do. It might even make you feel angry.

Today we are going to be finding out about a very famous person who spent his life trying to make life better for people who were treated differently because of what they looked like. In America, there is a special day in January every year to remember a well-known man called Martin Luther King Jr. He was born on 15th January 1929. When Martin was a little boy, some people in America were kept apart just because of the colour of their skin. This is called segregation, which means people were split up and treated differently. Martin had to go to a school just for black children, and he wasn't allowed to play with white children. When he grew up, Martin went to university to learn about Christian teachings. At university, he met a lady called Coretta Scott, and they got married. Martin worked very hard and became a leader at his church in a city called Montgomery, Alabama.
One year later, something very important happened. A black lady called Rosa Parks was on a bus and was told to give up her seat for a white person, but she said no. In that town at that time, black people had to sit at the back of the bus, and white people sat at the front. That wasn't fair, and Martin wanted to help change things so everyone would be treated equally.

Rosa Parks was arrested by the police because she wouldn't give up her seat.

Rosa was part of a group that wanted to help black people be treated fairly. Martin Luther King was also in this group, and they met together in his church to talk about how to help people. The group made a plan. They asked all black people in the town not to ride the buses. The people kept walking instead of using the buses for a very long time, almost a whole year. In the end, the courts said the rules on the buses were not allowed to separate black and white people anymore. After the bus protest worked, Martin Luther King became very important for standing up for black people all over America.

Martin and Rosa Parks lived in America, which is a very big country made up of different places called states. In some states, black people could vote, but in others, especially in the south, they were not allowed. A long time before Martin was alive, there was something called slavery, when people were forced to work without being paid or treated kindly. Even though slavery had stopped, black people were still not treated fairly. They were sometimes not allowed to go to the same shops, schools, or universities as white people, and they could not get some good jobs that paid well.

Martin Luther King wanted to help people who were being treated unfairly. He believed that talking about what was right and helping others could make a big difference. For many years, Martin travelled all around America, telling people that everyone should be treated the same and have the same chances, no matter what colour their skin was. One day, lots of people, more than two hundred thousand, gathered to listen to Martin and other speakers. This day was very special and was called the 'March on Washington'. At the end, Martin gave a very important speech called "I Have a Dream". In his speech, he talked about his hope that everyone, black or white, could be treated kindly and fairly. His words helped people understand why it was so important for everyone to be treated equally.

After the big march, Martin Luther King and his friends met the president of America, John F. Kennedy. Two years later, the rules changed so everyone could vote. Martin kept working hard to help black people who were poor. Sadly, Martin Luther King was killed on 4th April 1968 when he was only 39 years old. The night before, he spoke in Memphis to help black workers who wanted to get the same pay as white workers. While Martin was standing outside on a balcony, someone hurt him very badly and he died. The whole country was very sad and spent time remembering him. Eighteen years later, President Ronald Reagan made a special holiday to remember Martin Luther King's birthday. The first holiday was on 15th January 1983, and now every year people celebrate it on the third Monday of January.

We started by thinking about why people are famous. Martin Luther King is famous because he was a leader who helped people. He stood up when things were not fair, and he protested without fighting. Even though some people were not kind, Martin used his words to bring hope and make life better for lots of people in America.

Reflection

What do you think Martin Luther King is most famous for?

Why do you think Martin wanted to help others?

Why do people remember him today?

How can you use words to help others?



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

Feeling Focus – Sad, Anger and Shame



Subsidiary Focus – Black History Month

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

19.1 I See, I Hear

- Whilst presenting the assembly 'Martin Luther King Jnr Day' emphasise the feelings sad, anger and shame. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what being sad, angry or ashamed may look like and how it may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

19.2 I See, I Hear

Turn to a partner and tell them what colour eyes they have. Who has blue eyes? Can you change the colour of your eyes? (Easily and forever?) What would you think if I said that those with blue eyes are not going to get any dinner today, also we're going to take away the playtime from children with blue eyes? Turn to a partner and tell them what colour hair they have. Who has blonde hair? Can you change your hair colour forever? What would you think if I said that I believe that blonde haired children are lazy and I need to be very strict with them to make sure they get their work done and punish them if they don't complete it? If you had blue eyes or blonde hair you might feel sad because you are being treated differently to others. It might make you feel angry because you know it's not right. Blue eyed children are just as hungry as other children. Blue eyed children have the right to play just as much as everyone else and blonde-haired children are not lazy. You might feel ashamed because of what other people think or say about you. You might feel sad because you can't do what other people do. It might even make you feel angry.

- Taking each feeling in turn: sad, anger then shame show the facial expression card **(see facial expression descriptions)**. Children copy and practise showing the feeling on their faces. Then show the body language card. Describe the body language **(see body language descriptions)**. Children copy and practise showing the feeling with their bodies.
- Although we might feel ashamed – we should never need to be ashamed about what we look like.

19.3a I Understand

- Using a puppet, pretend that the puppet was treated differently because of what they look like. Use the example in day 2 of having dinner and break removed and being called lazy.
- Sad – With a sad voice explain that you felt sad because you like your food, you are always hungry at dinner time and food made your feel better. You also like playtimes, it's a time to play with my friends. Losing play time made you feel sad. Your mum says that you always work hard at home, so being called lazy made you feel sad.
- Anger – In an angry voice explain that you felt angry because no one should treat people differently just because of the colour of their eyes or hair. You have a right to play. It's not fair. And you are certainly not Lazy.
- Ashamed – In an ashamed voice explain that hearing the teacher say those things about me because I've got blonde hair and blue eyes made me think that it's bad to have blonde hair and blue eyes, so I started to feel ashamed about it. I started wearing a hat to hide my hair from other people.
- Although we might sometimes feel ashamed – we should never need to be ashamed about what we look like.

19.3b I Understand

- Using a puppet, pretend that the puppet was treated differently because of what they look like. Use the example in day 2 of having dinner and break removed and being called lazy.
- Sad – With a sad voice explain that you felt sad because you like your food, you are always hungry at dinner time and food made your feel better. You also like playtimes, it's a time to play with my friends. Losing play time made you feel sad. Your mum says that you always work hard at home, so being called lazy made you feel sad.
- Anger – In an angry voice explain that you felt angry because no one should treat people differently just because of the colour of their eyes or hair. You have a right to play. It's not fair. And you are certainly not Lazy.
- Ashamed – In an ashamed voice explain that hearing the teacher say those things about me because I've got blonde hair and blue eyes made me think that it's bad to have blonde hair and blue eyes, so I started to feel ashamed about it. I started wearing a hat to hide my hair from other people.
- Although we might sometimes feel ashamed – we should never need to be ashamed about what we look like. What could we do to help us if we start to feel ashamed about what we look like, or if other people try to make us feel ashamed about what we look like?



19.4a I Feel

- Using a puppet, pretend that the puppet was treated differently because of what they look like. Use the example in day 2 of having dinner and break removed and being called lazy.
- Sad – With a sad voice explain that you felt sad because you like your food, you are always hungry at dinner time and food made your feel better. You also like playtimes, it's a time to play with my friends. Losing play time made you feel sad. Your mum says that you always work hard at home, so being called lazy made you feel sad. Describe that you felt like your tummy was droopy, your chest felt sore or empty, and your body wanted to curl up or be very still.
- Anger – With an angry voice explain that you felt angry because no one should treat people differently just because of the colour of their eyes or hair. You have a right to play. It's not fair. And you are certainly not Lazy. My body felt really tight and my tummy felt all twisty. I felt hot inside, and my heart started beating really fast. I wanted to clench my fists and stamp my feet.
- Ashamed – With an ashamed voice explain that hearing the teacher saying those horrible things about people with blue eyes and blonde hair made me feel ashamed about it. It was a bit like feeling sad. My tummy felt funny. I felt like I had done something wrong, even though I hadn't. I started wearing a hat to hide my hair from other people.
- Although we might sometimes feel ashamed – we should never need to be ashamed about what we look like.

19.4b I Feel

- Using a puppet, pretend that the puppet was treated differently because of what they look like. Use the example in day 2 of having dinner and break removed and being called lazy.
- Sad – With a sad voice explain that you felt sad because you like your food, you are always hungry at dinner time and food made your feel better. You also like playtimes, it's a time to play with my friends. Losing play time made you feel sad. Your mum says that you always work hard at home, so being called lazy made you feel sad. Describe that you felt like your tummy was droopy, your chest felt sore or empty, and your body wanted to curl up or be very still.
- Anger – With an angry voice explain that you felt angry because no one should treat people differently just because of the colour of their eyes or hair. You have a right to play. It's not fair. And you are certainly not Lazy. My body felt really tight and my tummy felt all twisty. I felt hot inside, and my heart started beating really fast. I wanted to clench my fists and stamp my feet.
- Ashamed – With an ashamed voice explain that hearing the teacher saying those horrible things about people with blue eyes and blonde hair made me feel ashamed about it. It was a bit like feeling sad. My tummy felt funny. I felt like I had done something wrong, even though I hadn't. I started wearing a hat to hide my hair from other people.
- Although we might sometimes feel ashamed – we should never need to be ashamed about what we look like. What could we do to help us if we start to feel ashamed about what we look like, or if other people try to make us feel ashamed about what we look like?

19.5 I Can

- Repeat **Day 19.4a/b**, ask the children what you could do about it to make you feel better.
- We should not treat or think badly about people just because of what they look like or where they come from.
- Direct the conversation to the puppet. What could do if we knew the puppet was being treated differently? Who could we talk to? What could we say? What could the puppet do?
- What could we do or say if someone was feeling ashamed because of what they look like? How could we make them feel better?



20. Choose Well-being - Jess says the right thing, Eventually



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

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

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

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

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

Well-being isn't a new thing. People have been thinking about health and happiness for thousands of years. It's clear that our actions can improve our physical health, but people also understood that what we do can affect our happiness. Many books give advice on how to improve our well-being. In the Bible, it says: I have done what is right… so please take care of my wellbeing. (Psalms 119:121-122a)

Doing the right thing can make us feel good. At school, we learn how to get along with others. If we are kind and think of others, our well-being improves. If we are mean or act selfishly, it can hurt the well-being of others and ourselves too. Jesus said that those who act on good advice are like a man who built his house on strong rock. It stayed up even when there were storms outside. When we treat each other well and listen to good advice, we help build a happy school community for everyone. We are going to hear a story about Jess and her brother Jamie, I want you to think about how the different events in the story affected Jess and Jamie's well-being.

Jess says the Right Thing, Eventually

Today was set to be a special day. Jamie, and Jess had been telling their class about how they celebrated the Jewish festival of Hanukkah. They told everybody about how they would light a special candle and they would make and eat delicious foods. Everyone was keen to learn about dreidels, the special spinning tops, and the meaning behind the holiday. Jess and Jamie had bought in the items they used during the celebration. Mr Stephens suggested that the class draw pictures to show something about what the class had learnt about Hanukkah. Jamie wanted to draw his favourite Hanukkah treat, a plate of latkes. Jess, feeling proud, drew her family gathered around the table, singing songs and telling stories together. She organised her coloured pencils and carefully drew everyone smiling, surrounded by flickering candlelight.

When everyone had finished, Jess glanced at Jamie's picture. "Your picture doesn't really show Hanukkah properly, Jamie. Mine is much better," Jess said, without thinking. Jamie looked down at his drawing, feeling upset. Jamie's shoulder dropped. Before Jess could apologise, Jamie quietly put his drawing away and Mr Stephens asked everyone to tidy up for lunch.

Jess didn't feel right inside. She felt guilty for what she said. Jess just stared at her lunch, she didn't feel hungry. Today was going to be such a good day, but now its ruined, thought Jess. Mrs Jones, the lunch time assistant, asked Jess what was wrong. Jess told Mrs Jones what she had said to Jamie. Mrs Jones suggested that Jess said sorry and to ask Jamie to tell her about his Latke drawing. That's exactly what Jess did. Jess immediately said she was sorry and asked Jamie to tell her about the Latke drawing. Jamie smiled and told Jess about how latkes are an important part of Hanukkah, they were always fried in oil to remind him of the story of Hanukkah, when God kept an oil light burning even though they should have run out of oil. Jess realised she had missed the meaning behind Jamie's picture and saw how much it meant to him. Not only did Jess like Jamie's drawing, but she felt much better inside. It ended up being a good day for everyone after all.

Reflection

What did you think when Jess said that Jamie's picture didn't really show Hanukkah properly?

Did it make his well-being better or worse?

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

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

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

What can you do when you say something that makes another person feel sad?



Activities

Feeling Focus – Feelings Pit Stop

Optional resources to support this week's theme:

- Printed **Body Language Images*** for all eight emotions – See **Body Language Descriptions***
- **I Feel Descriptions***
- **Understanding Descriptions***
- **Variations of...***

** Included in the Teacher's Guide.*

20.1 I See, I Hear

- Whilst presenting the assembly 'Wellbeing' or the story 'Jess Says the Right Thing, Eventually' emphasise the feelings happy, sad and guilt (feeling sorry). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

20.2-5

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

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

What makes me happy?

- Show the **'Body Language Image'** for happy.
- Use the '**I Feel Descriptions**' to describe how being happy may feel inside.
- Use the **'Understanding Happiness Descriptions'** to talk about what can make us happy.
- Possibly show and discuss the **'Variations of Happy – Big and Small'** or **'Variations of Happy'**.

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

This week would be a good time to assess a child's understanding of the feelings that are covered in this programme. See Assessing Feelings in the Teachers' Guide.

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



21. Shrove Tuesday - Lucas' Lenten Traditions



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

Does anyone know what will happen on Tuesday of this (or next) week? Pancake Day is an important day for many people around the world. It is the day before Ash Wednesday which starts the Christian season called Lent. Lent is a time of year when many Christian and non-religious people fast. Fasting means to go without something that you think is important. Some people may stop eating chocolate and others may stop watching TV during Lent. Lent is the 40 days (not including Sundays) starting on Ash Wednesday and ending on Easter Sunday.

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

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

Lucas' Lenten Traditions

Lucas loved Pancake Day. He loved pancake day, because Lucas loved pancakes. His class had been researching traditions that take place before and during Lent at school. Miss Garcia had split the class into groups and each group had to create a presentation on a different tradition. She reminded everyone that for lots of Christians, Christmas and Shrove Tuesday was a time to be happy, but lent, the 40 days from Ash Wednesday to Good Friday was a time to be sad.

Lucas's group was the given the word 'pretzel' to research. Lucas knew what a pretzel was. His Grandad would make them at home; they were a type of bread baked in a funny shape. But Lucas didn't know that some Christians eat them during Lent. The three holes in the pretzel can be a reminder that God is Father, Son and Holy Spirit. Children in Germany used to look for pretzels on Good Friday. It is thought that monks started baking them using their shape to remind them of praying with their arms

crossed. Lucas crossed his arms and to his surprise, they did look like a pretzel.

Rosa's group researched 'Omelette Day'. They told the class that Dia de la tortilla was Spanish for 'Omelette Day'. It's called 'Omelette Day' because families use up butter, eggs, milk and other ingredients that they are not able to eat during the sad time of Lent. Rosa had never eaten an omelette, so Miss Garcia showed a video of someone making an omelette using up some leftover ham and cheese.

Nusiba's group researched 'king cake'. 'King cakes' are round cakes, often with a hole in the middle. They are decorated with brightly coloured icing. They are eaten between the end of Christmas and the beginning of Lent. The tradition started in France and Spain, but it spread to many South American countries. In some states in the USA, it is common to find a small plastic baby inside a king cake. The king cake is named after the wise men that visited Jesus when he was a baby.

Ajay's group researched 'Samaritan Day'. In the city of Oaxaca in Mexico on the fourth Friday during Lent, there is a celebration called Samaritan Day or Dia de la Samaritana. It began by members of the Church giving out water to passers-by. Today fruit flavoured drinks called 'aguas' are given out. The weather in Oaxaca is hot, so the free drinks have become a refreshing reason to meet in the city's main street. It is not only the church that provides the free drinks, shops and businesses give out refreshing aguas.

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

Reflection

Do you have pancakes on pancake day?

What other special foods do you like to eat?

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

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

For the sole use of Ysgol Llandrillo-yn-rhos, Rhos on Sea

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

Feeling Focus – Variations of Happy



Subsidiary Focus – Lenten Traditions

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy – Also see **Body Language Descriptions***
- Printed Variations of Happy – Big and Small or Variations of Happy*
- **I Feel Descriptions***
- Small bottle of fizzy drink, a bowl and paper towels
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

21.1 I See, I Hear

- Whilst presenting the assembly 'Shrove Tuesday' or the story 'Lucas' Lenten Traditions' emphasise the feelings happy and sad. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

21.2a I See, I Hear

- Recount the story 'Lucas' Lenten Traditions'.
- There are lots of words that we can use to describe being happy. Explain that there are different ways people show happiness (see **'Variations of Happy – Big and Small'**).
- Children copy you acting happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile.
- Repeat. Ask for volunteers to act out the feeling growing and shrinking. Children act out happy growing and shrinking with or to a partner.

21.2b I See, I Hear

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

21.3a I Feel

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

21.3b I Feel

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

21.4a I Understand

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

21.4b I Understand

- Recount the story 'Lucas' Lenten Traditions'.
- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Different things can make different people happy. Ask the children to think about something they like e.g. chocolate, sweets, an apple, etc… Imagine how happy you would feel if you were given one chocolate bar, sweet, apple etc... Act out small happy. Imagine how happy you would feel if you were given 10 chocolate bars, sweets, apples etc.... Act out big happy (excited).
- Can the children think of times that they have felt happy, content, delight, joyful, excited and ecstatic **(see 'Variations of Happy')**.



21.5 I Can

- Act out happiness growing from a slight smile on your face to your whole body showing bubbly excitement and then shrink back to a slight smile again.
- Use a puppet pretending to be Lucas, ask the children to think about things they can do when they aren't feeling happy that can help them to feel more content and happy.
    - Think about things that make me happy, what sort of things make me happy?
    - Stop thinking about the thing that is making you sad and think about something else?
    - Stop thinking about the thing that is making you sad and do something else?
    - Think of a joke that makes you laugh.
    - Make your face smile.

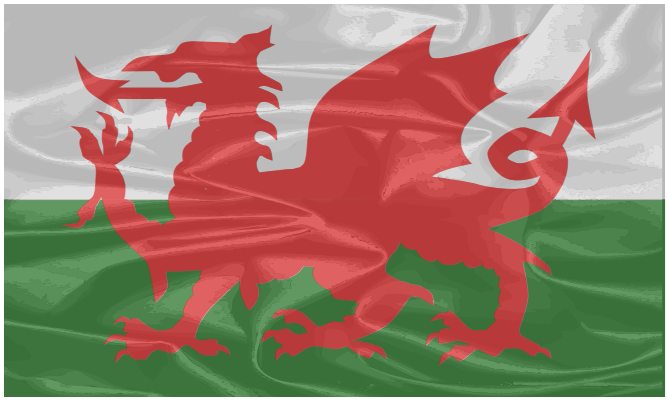
And/or

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

Include other calming or distraction techniques that you or the children already know.



22. Dewi Sant (St David) - The Legends of St David



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

Do you know what the United Kingdom is? The United Kingdom is a name for four countries: England, Scotland, Wales and Northern Ireland. Great Britain is a name for three countries: England, Scotland and Wales. The British Isles means all the islands, including Great Britain and Ireland. Each country in the UK has a special person called a patron saint. Does anyone know the names of the patron saints for England, Ireland, Scotland and Wales?

England's patron saint is called St. George, Ireland's is St. Patrick, Scotland has St. Andrew and the patron saint of Wales is St. David. A patron saint is like a helper or a protector. There are lots and lots of patron saints. Saint Thomas Aquinas is the patron saint of children at school, and Saint Catherine of Alexandria who is the patron saint of teachers. Some Christians might think or pray to a patron saint if they are in need.

This week we will be thinking about Dewi Sant. Dewi Sant is Welsh for Saint David, the patron saint of Wales. St. David's Day is on 1st March each year and it is Wales's national day. St. David is the only patron saint of the four countries in the UK that was born in the country that he is the patron saint of. St. George was born in Greece, St. Andrew was a disciple of Jesus and born in Galilee in modern day Israel and St. Patrick could have been born in England, Scotland or Wales.

St. David was born a long time ago in Southwest Wales. Not very much is known about his life. His father was a Welsh King. St David's mother was called Non. She gave birth to him on a clifftop during a fierce storm. St David was a Christian who only ate bread and vegetables and only drank water. According to tradition he was very gentle, strong and very tall.

St. David travelled all around Wales and Cornwall, telling everyone about Jesus and sharing stories about Christianity. He was a very important person in the church and helped lots of people. St. David built many churches and places where monks could live and work together. One of these special places was called Menevia, which today is in Pembrokeshire. St. David's Cathedral is built where the old monastery used to be. Inside the cathedral, there is a special black stone. People say St David brought this stone back from a big journey to Jerusalem.

Although we don't know very much about St. David, there are a few amazing stories about him and what he may have done. We'll hear a couple now.

The Legends of St David

Long, long ago in Wales, there lived a young monk named David. A Christian monk is someone who chooses to live very simply and quietly, spending lots of time praying and helping others. David was gentle and kind, he loved helping people, and he always tried to do the right thing. David had a wise old teacher named Paulinus. Paulinus taught him how to read, how to pray, and how to look after others. Paulinus began to have trouble seeing. "Oh dear," Paulinus sighed. "The world has become so blurry!" Paulinus struggled to read the words from the Bible. Finally Paulinus, as he had feared, couldn't see anything at all.

Paulinus was sad, he had loved to wake up early and watch the sunrise. He loved to read from the Bible, but now he was unable to see anything. "Please allow one of the young monks to heal my eyesight and make it better," Paulinus prayed to God. "May they know your power and your love."

Paulinus got all of the monks together and he asked them if they would pray for his eyesight. One by one they prayed for Paulinus' eyes to see again, but one by one, the monks were disappointed. There was only one monk left, it was David. David walked up to Paulinus, he had waited to be the last because he was sure God wasn't going to use him to make Paulinus' eyes better. David placed his hands either side of Paulinus' face and prayed.

David was surprised as Paulinus began blinking. Paulinus could see again. Paulinus looked at his student. "Your face! The colours! The sunlight! It's all back!" He lifted David up in a big, happy hug. "Oh David," he laughed, "you have brought back the light!"

Dewi became a great teacher and people loved to hear him tell stories from the Bible. One day, he began to tell people about the life of Jesus. So many people came to listen, but some people started complaining that they couldn't hear him. To everyone's surprise the ground beneath Dewi's feet began to rise creating a small hill. People could now see and hear Dewi. A white dove then landed on Dewi's shoulder as a sign of God's blessing.

St. David is thought to have died on the 1st March, 589. The last words to his followers were "Be Joyful. Keep the faith. Do the little things that you have heard and seen me do." St David's last words have become a Welsh saying… 'Gwnewch y pethau bychain' or 'do the little things'. Although not much is known about St David, he has had a big impact on the lives of people not just in Wales but people from around the world. Dydd Gŵyl Dewi Hapus, or Happy Saint David's Day!

Reflection

What happened in the story that surprised you?

Why was David surprised?

Why are the little steps, actions and words so important?

What are the little things that you can do well today?

Does it matter if we don't care about the little things?

How can we show that we care about the little words, actions or steps?



For the sole use of Ysgol Llandrillo-yn-rhos, Rhos on Sea

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

Feeling Focus – Variations of Surprise



Subsidiary Focus – Dydd Gŵyl Dewi, Saint David's Day

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

22.1 I See, I Hear

- Whilst presenting the assembly 'Dewi Sant' or the story 'Legends of St David' emphasise the feelings sad, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

22.2a I See, I Hear

- Recount the story 'Legends of St David'.
- Dewi was surprised that Paulinus asked them to pray for his eyesight to come back. He was very surprised when Paulinus' eyesight was healed.
- There are lots of words that we can use to describe surprise. Explain that there are different ways people show surprise **(see 'Variations of Surprise' – Big and Small').**
- Children copy you acting surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.

22.2b I See, I Hear

- Recount the story 'Legends of St David'.
- Dewi was surprised that Paulinus asked them to pray for his eyesight to come back. He was very surprised when Paulinus' eyesight was healed.
- There are lots of words that we can use to describe Surprise. Explain that there are different ways people show Surprise **(see 'Variations of Surprise')**.
- Children copy you acting surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- Practise the different ways fear could be shown on our faces. **Variations of Surprise** include pictures for amazed, astonished, wonder, shock, unbelievable and puzzled.
- Ask the children to discuss if some types of surprise are more surprising than others?
- Ask the children to discuss ordering the **'Variations of Surprise'** small surprise to big surprise.

22.3a I Feel

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

22.3b I Feel

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

22.4a I Understand

- Recount the story 'Legends of St David'.
- Act out surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- People are surprised by lots of differing things.
    - Imagine a balloon popping behind you and making you jump.
    - You open a present on your birthday and are surprised because you get what you really wanted.
    - You try to build a tall tower, but you are surprised when it falls down because you wanted it to be higher.
    - You are surprised why a friend had been mean to you because you haven't done anything wrong.
- In the story:
    - Dewi was surprised that Paulinus asked them to pray for his eyesight to come back. He was very surprised when Paulinus' eyesight was healed.

22.4b I Understand

- Recount the story 'Legends of St David.
- Act out surprise growing from a small puzzled look on your face to your whole body being completely shocked. Shrink back to a small puzzled look.
- People are surprised by lots of differing things.
    - Imagine a balloon popping behind you and making you jump.
    - You open a present on your birthday and are surprised because you get what you really wanted.
    - You try to build a tall tower, but you are surprised when it falls down because you wanted it to be higher.
    - You are surprised why a friend had been mean to you because you haven't done anything wrong.
- In the story:
    - Dewi was surprised that Paulinus asked them to pray for his eyesight to come back. He was very surprised when Paulinus' eyesight was healed.
- Can the children think of times that they have felt amazed, astonished, wonder, shock, unbelievable and puzzled **(see 'Variations of Surprise')**.



22.5 I Can

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



23. Balaam's Anger Issues - Balaam's Donkey



All assemblies are 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 green. 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 word 'anger'. Can you tell me other words that we might use when we think of anger. Write down words offered by the children on blank placards and/or write the following: annoyed, upset, grumpy, bad mood, cross, and furious. I need a volunteer to act out these words. Can we order the words least angry to most angry. Sometimes, things that happen to us can make us angry. They can make us feel just a tiny bit upset, and other times they can make us really, really mad. When we're really, really mad it can be hard to think about what to do next. Sometimes, when we're angry, we might say or do something that makes things even worse.

Balaam's Donkey

There is a story in the Bible about a man called Balaam and his donkey. Balaam was a person who listened to God and shared what God said with others. A king had called to meet Balaam because he wanted his help. God didn't want him to go, but Balaam went anyway which made God angry.

Whist he was on his way to meet the king, the road passed through a field. God sent an angel to stop Balaam. The angel stood in front of Balaam and the donkey. The donkey saw the angel, but Balaam couldn't see him. The donkey turned off the road into the field. Balaam was annoyed. "Get back on the road," Balaam said.

The road passed through some woods with a wall on either side of the road. Again the angel stood in front of Balaam and the donkey. The donkey saw the angel, but Balaam couldn't see him. The donkey squeezed passed the angel crushing Balaam's foot against the wall. "What did you do that for?" shouted Balaam angrily.

The road narrowed with only enough room for Balaam and his donkey. Once again the angel stood in front of Balaam and the donkey. The donkey saw the angel, but Balaam couldn't see him. The donkey stopped and lay down refusing to go any further. Balaam was very angry. "Why are you laying down, get up, carry on!" Balaam said furiously.

Surprisingly, God allowed the donkey to speak. "What have I done to you to make you so angry with me? Am I not your own donkey." All of a sudden Balaam could see the angel standing in the road.

The angel told Balaam, that the donkey had saved Balaam's life three times. Balaam felt guilty for getting angry with his donkey. "I'm so sorry," as he helped the donkey to his feet. "I think it's safer if we go home."

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. 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 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. I wonder what would have happened if Balaam had spent time thinking about why his donkey was acting strange?

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 or even go onto the internet to find a solution, or you could let the anger build so that you snap your pencil, throw your work to the ground and start head-butting the wall! 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. It's easy to know what we should do when we don't have angry feelings. But when we are in those situations the options aren't always so clear. 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

Why did Balaam get angry?

Does anger, hurt and worry ever make a situation better?

Have you ever felt frustrated? Why? What happened as a result?

Have you ever felt annoyed? Why? What happened as a result?

What decisions make these situations better and which can make them worse?

What options do you have when getting annoyed, frustrated and angry?

Which option should you choose?



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

Feeling Focus – Variations of Anger



Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

23.1 I See, I Hear

- Whilst presenting the assembly 'Balaam's Anger Issues' or the story 'Balaam's Donkey' emphasise the feeling anger (frustration). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

23.2a I See, I Hear

- Recount the story 'Balaam's Donkey'.
- There are lots of words that we can use to describe anger and frustration is just one. Explain that there are different ways people show they are angry **(see 'Variations of Anger – Big and Small')**.
- Children copy you acting anger growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- Repeat. Ask for volunteers to act out the feeling growing and shrinking.
- How angry might you feel when you don't get what you want?

23.2b I See, I Hear

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

23.3a I Feel

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

23.3b I Feel

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

23.4a I Understand

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

23.4b I Understand

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

23.5 I Can

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



24. Easier isn't Always Easy - Abheek Learns to Ride a Bike

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

This week, we are going to talk about what it means when something is easy and what it means when something gets easier. Who can tell me what easy means? Easy is when you can do something without much trouble, like tying your shoes if you've done it lots of times. Now, what about the word easier? Easier means that something is not as hard as it was before. When you practise something tricky, it can get easier for you, but it might not be easy yet. Some of you are very good at reading and might say reading is easy. Have you ever heard people say, 'as easy as ABC'? When we first learn our ABCs, it can feel really hard, can't it? But the more we practise, the easier it gets!

Let's think about how we learn to read. First, we listen to the sounds in words and learn which letters make those sounds. Then, we practise putting the letters together to make short words. After a while, we start to remember some words just by looking at them. We learn some bigger words. We learn that some letters sound different in different words. The more we practise, the better we get at reading. To help ourselves get even better, we can try reading new books that have words we haven't seen before.

Use the English coordinator as an example.

Do you think that (Teacher's Name) finds reading easy? S/he is the person who looks after English and reading in our school. Even though (Teachers Name) has



mastered the skill of reading there are some books that even (Teacher's Name) would not find easy to read. (Teacher's Name) will have the skills to be able to have a go, but imagine a science book with lots of words of things that s/he has never heard of before or a gardening book with the proper names for each of the plants and flowers. (Teacher's Name) will have the skills to work out the words that are new and difficult. (Teacher's Name) will be able to sound out the new words but it doesn't mean that reading the new book will be easy. So, if (Teacher's Name) sometimes finds reading difficult then I think it's normal if we don't always find reading easy.

There are other examples of activities that people do that may become easier but they would probably never be called easy. The London Marathon takes place every year with thousands of people running the 26.2 mile course. Runners will have run lots and lots of miles as they get ready for the marathon. The more they run, the easier they will find it to run, but I don't think they will ever call it easy. There are lots of things that become easier the more we do them. Sports, climbing, playing an instrument, times tables, learning your words for a school play or assembly may become easier, but they may never be called easy. We are going to hear a story about a boy who practiced to make something easier, but who never found it easy.

Abheek Learns to Ride a Bike

Abheek loved watching his brother Ramesh zooming up and down the path in the park on his bicycle. Abheek wanted to be able to ride just like his brother. For his birthday, Abheek got a bright red bicycle. It had stabilizers. Abheek's dad said they would keep the stabilizers on the bike until Abheek had got used to peddling. Every day, after school, they would go to the park and Abheek would practise as hard as he could. It wasn't long before his dad said it was time to take the stabilisers off. "It's easy," Ramesh promised Abheek!

At first, Abheek found it really hard and it made him really sad. As soon as he tried to pedal, the bike tipped to one side and he tumbled onto the grass. Abheek started crying "It's not easy!" he said, "it's too difficult!" His dad calmly walked over to Abheek, "Let's try again. The more you practise, the easier it will get." So, Abheek got back on. With tears in his eyes he held tightly to the handlebars as his dad ran alongside, holding the seat steady. Little by little, Abheek's balance improved. He learned to keep his head up and look where he was going instead of watching his feet. Every day for a week, Abheek practised in the park, sometimes falling, sometimes riding for a few seconds before needing help. He began to feel less frightened and more determined. By the end of the week, Abheek could ride by himself, but his feet would get tired quickly and he'd start wobbling. It was still hard.

There was a hill in the park, Ramesh said that he and Abheek should ride up it together. Ramesh shot off and started up the hill before Abheek had even started peddling. Halfway up the hill Ramesh had stopped. Abheek caught up.

"I thought you said it was easy" Abheek said.

It's not easy," replied Ramesh, "But it is getting easier." They both laughed as they turned their bikes around.

"Now for the best bit", Ramesh said, "Downhill!"

If you learn how to ride a bike, there will always be a bigger hill that might be hard to ride up. When we practise something that's tricky, it gets easier and we get better at it. Sometimes, things feel too hard and we might want to stop trying. Have you ever felt like giving up when something isn't easy? If you make a mistake, or something doesn't make sense, do you feel like it's easier to stop than to keep trying? At school, you might hear your teacher say the word 'resilience'.

Resilience means not giving up, even when something is hard. All of us can be resilient, learning to walk takes resilience. Learning to talk takes resilience. It's normal for some things to feel hard, and it's also normal that they will get easier if we keep trying, even if they never feel easy. Lots of people like things to be easy, but if everything was easy, we wouldn't get better at new things.

Reflection

The bible tells us to be happy when we face difficult things, because they are actually making us more resilient, "Consider it pure joy, my brothers and sisters, when you face trials of many kinds, because you know that the testing of your faith produces perseverance." James 1:2-3

Why should we be happy when things become difficult?

How does knowing things get easier help us when times are hard?

How does knowing that some things never become "easy" help us to carry on trying?



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

Feeling Focus – Variations of Sad



Subsidiary Focus – Resilience

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

24.1 I See, I Hear

- Whilst presenting the assembly 'Easier isn't Always Easy' or the story 'Abheek Learns to Ride a Bike' emphasise the feelings happy, sad, anger (frustration). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

24.2a I See, I Hear

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

24.2b I See, I Hear

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

24.3a I Feel

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

24.3b I Feel

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

24.4a I Understand

- Recount the story 'Abheek Learns to Ride a Bike' by asking what were the children's favourite traditions.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Ask the children to think about something they like, a teddy, a game etc… Imagine if you lost it in your house, you know you'll find it but you've lost it for now. How sad might that make you feel? Imagine if you lost it when you were on holiday and you get back home and you realise you'll never get it back. You might be distraught. Imagine just how happy and surprised you'd be if a stranger found it and you were able to get it back.
- Why was Abheek sad? Was is small sad or bid sad?

24.4b I Understand

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

24.5 I Can

- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Use a puppet to ask the children when might you feel sad? Can we make ourselves feel sad?
- Ask the children what can they do when they feel very sad?
- Think about why you are sad.
- Think about times when you have been sad before and how the feeling didn't last long.
- Think about something positive.
- Think about something else and distract yourself.
- Think one of your fingers on your other and think about what it feels like.
- Know that feeling sad is normal and it will stop.
- Abheek was sad that he kept falling off his bike. Did being sad stop him from trying? What can we learn from Abheek that can help us when we feel sad and want give up?



25. St Patrick's Day - St Patrick Bounces Back



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

Preparation

Get three different objects, one that bounces well (like a bouncy ball) one that bounce okay (like a tennis ball) and one that doesn't bounce (like an egg (joke!), or a bean bag)

Do any of you like bouncing on a trampoline? Does anyone have a trampoline in their garden? A man called George Nissen made the first trampolines like we have today. At first, trampolines were used for practising gymnastics, and also by pilots and astronauts to help them train. Soon, trampolining became a sport all on its own. The very first World Championships were held in Great Britain in 1964, and trampolining became part of the Olympic Games in Australia in 2000.

Have you ever heard someone say 'bounce back'? It means to carry on after you have had a setback or something bad has happened. If you feel ill you might spend some time at home resting, you might 'bounce back' by feeling better and coming back to school. You might have worked hard building a block tower, but it fell over, even though you feel annoyed, you might bounce back by starting to build it again. You might be learning to read a new sound, but keep forgetting what the letters sound like, it might make you feel sad, but you bounce back and keep trying. You might have said something horrible to a friend because they said something horrible to you but you decide to bounce back and become friends again. There are lots of things that we bounce back from. A trampoline is a great example of bouncing back, but like many things that we have just suggested, we might not bounce back straight away.

Show the three objects (bouncy ball, tennis ball and bean bag) and ask the children which of the three items will bounce back the best. Throw/drop each one in turn to see if the children are right. Bouncing back after a setback isn't easy. Many times we might feel like the bean bag. We might not want to get back up and carry on. We might just want to lay their feeling sad and annoyed. But for many setbacks, it is important that we get up and try again. ***Bounce the bouncy ball so that it goes out of control (not too out of control).*** Bouncing back too quickly can sometimes cause us problems. If we think about our setback or our mistakes, we might learn some important lessons. What can I do to learn the letter sound? What did I say to make my friend annoyed? How could I have

built the tower to make it big and strong? If we don't we might end up with exactly the same setback. ***Bounce the tennis ball in a controlled manner.*** Bouncing back and thinking about what caused the set back in the first place means that we learn from our setback whilst getting up and carrying on.

The 17th March is a day that remembers the life of a person who is famous for bouncing back. St Patrick is the patron saint of Ireland. On St Patrick's Day each year in Ireland, there is a public holiday when people celebrate the feast of St Patrick. Over the centuries people from Ireland moved to other countries like Australia, Canada, the USA and Great Britain. Irish people around the world celebrate St Patrick's Day. Many people wear an item of green clothing. Parties featuring Irish food and drinks are part of this celebration. The flag of the Republic of Ireland is often seen in St Patrick's Day parades around the world.

St Patrick Bounces Back

St Patrick was in Britain a very, very long time ago. One day, some people came and took him away from his home, and he felt very afraid. He was made to leave his family and everything he knew. St Patrick was taken to Ireland and was made to look after sheep all by himself. He sometimes felt frightened and lonely. St Patrick spent a lot of time praying to God, he found it made him feel better.

One night St Patrick had a dream about going home. He felt that God was telling him to leave and go back to his parents in England. It was a long journey back home, but he made it safe and sound. Although he was safe back in England with his family, St Patrick felt God wanted him to go back to Ireland. Not only did St Patrick bounce back to his life in England, but he went back to Ireland again to help the people that had captured him.

Many thousands of people became Christians because of St. Patrick's life and teaching. The date 17th March is thought to be the day St Patrick died and some people think that he is buried at the graveyard at Down Cathedral in Downpatrick, 20 miles south of Belfast in Northern Ireland.

Today we have heard about St Patrick and how he overcame his setback. St Patrick didn't let the events in his past stop him from doing what he felt he needed to do. There are many stories and sayings that remind us of how important resilience is. Resilience is the ability to try again after you have experienced a setback. You may have heard the saying 'It's not how many times you get knocked down that count, it's how many times you get back up'. Nelson Mandella said 'the greatest glory in living lies not in never falling, but in rising every time we fall.' We all face setbacks and we all make mistakes. It is important to remind ourselves that we all have resilience and we can all bounce back.

Reflection

What does 'bouncing back' mean?

How is St Patrick a good example of resilience?

What setbacks have you bounced back from?

How can you become more resilient?



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

Feeling Focus – Variations of Fear



Subsidiary Focus – St Patrick's Day

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

25.1 I See, I Hear

- Whilst presenting the assembly 'St Patrick's Day' or the story 'St Patrick Bounces Back' emphasise the feelings sad and fear. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

25.2a I See, I Hear

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

25.2b I See, I Hear

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

25.3a I Feel

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

25.3b I Feel

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

25.4a I Understand

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

25.4b I Understand

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

25.5 I Can

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



For the sole use of Ysgol Llandrillo-yn-rhos, Rhos on Sea

26. Water Day - Kofi's Village Gets a Faucet (water tap)



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

The 22nd of March each year is United Nations World Water Day. Water is very, very important. It is important because we use it for so many things. Can anyone tell me what we use water for?

- Drinking
- Cooking
- Washing ourselves – in a bath or shower
- Cleaning our teeth
- Flushing the toilet
- Washing our clothes
- Cleaning our pots, pans, plates and cups etc…
- Cleaning our windows
- Watering our gardens
- Washing our cars
- Swimming
- Sailing
- Water fights
- Making potions (If you're like my children)
- Farmers water their crops – the rain waters their crops
- Heating our homes – Hot water fills many radiators.

What did you use water for today? Have you washed your hands and face, had a shower or cleaned your teeth? How did you get the water that you used this morning? Did you get your water from a water well? Did you get your water from a river or a lake? Did you get your water from a tap?

In the UK today, we can easily turn on the tap and get clean water at home, at school, and where we work. There are also lots of ponds, lakes, and rivers where we live. Sometimes we forget how lucky we are to have water whenever we want. But not everyone in the world can get water so easily. If you look at a globe or a map, you will see that most of the earth is covered in water, but most of that water is salty and we can't drink it. Only a tiny bit of all the water on earth is clean and safe for us to use for drinking, washing, and playing.

A long time ago, if you lived in a town or city in the UK, you couldn't just turn on a tap for water. People had to go and fetch water from rivers or wells. When lots and lots of people came to live in towns and cities, the water in the rivers and wells got dirty. If people drank this dirty water, it made them feel poorly. Over time, people learned how to clean the water and used pipes to get this safe water to people's homes.

In lots of places around the world, people, often children, still collect their water from streams, lakes, or wells. We are going to hear how a boy called Kofi's life has changed because kind people are still working to help people around the world find ways to get clean water piped into people's villages and homes.

Kofi's Village Gets a Faucet (water tap)

Hello. My name is Kofi. I live in a small village in Ethiopia. I used to get up early to collect water with my mum and my sisters before school. We would collect our water from a tap a long way away from where I live. The journey to the tap and then back home used to take just over an hour. If there was a queue it would take much longer. We would fill up plastic bottles and carry them back home.

Last year a charity found water deep under our village. I was so surprised. Water was under our feet (a long way under our feet) all the time. They used a special machine to dig a hole and used pipes and a pump. Now we can get clean water from a tap right in the middle of our village. The charity has also installed water taps at my school. I'm so happy that I have clean water, but it makes me sad to think that other children still walk every morning to collect their water.

Today, we have heard that people in the UK have not always been able to get fresh clean water. We have also learned that, even today, lots of people around the world struggle to get clean water. The United Nations World Water Day is a time for us to think about how important water is. It is a time to be thankful for the water that we have and possibly a time to remember and help those that can't get fresh clean water yet. To help us think about the importance of water this week, we are going to hear lots of stories from around the world that involve water.

Reflection

What time would you need to wake up if you had to spend more than an hour collecting water before school?

How would you feel if you didn't have easy access to safe and clean water like Kofi?

What would you miss most about having an unlimited amount of water? What does unlimited mean?

How do you think Kofi felt when the water pump was installed in his village?



Activities

Focus – Water Day
Subsidiary Focus – Water Stories from around the World

26.1 I See, I Hear

- Whilst presenting the assembly 'Water Day' or the story 'Kofi's Village gets a Faucet (Water Tap)' 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. Use the Makaton or British Sign Language (BSL) signs throughout the week.

26.2 The Cloud Eating Giant (A Native American Story)

(There are few different stories including cloud eating giants)

Once upon a time, the sun shone, the rain fell, and everything grew tall and strong. Everyone was happy. But one day, a greedy giant started eating the clouds, so no rain came, and the rivers dried up. The people and children were very sad and thirsty. Two brave twins decided they would try to stop the giant.

The twins looked just like each other, like mirror twins. They promised the people, "We'll try to stop the giant!" Along the way, they met Grandma Spider. She was clever and kind. She offered to help them and told them the giant liked to pretend he was asleep so he could catch anyone who walked under his legs.

Grandma Spider was very small and sneaky. She crawled under the giant's legs and made a big, sticky web over his eyes so he couldn't see. The twins quietly walked around the giant's legs and worked together to stop him. The giant was surprised and couldn't catch them, so the twins and Grandma Spider won!

Then the clouds came back, the rain fell, and everyone cheered. The trees grew tall again, and the rivers were full. The twins said, "Grandma Spider is the real hero!" The people cheered for all three friends and remembered how they saved the day. If you ever see a picture of two twins by a river with a spider on one of their shoulders, you'll know it's them!

26.3 Selekana and the River Goddess (A Story from Botswana)

Once upon a time, in a sunny village in Botswana, there was a kind girl named Selekana. Selekana loved helping the elderly people in her village by carrying water for them from the river. They were always so grateful, they gave her bright, colourful bead bracelets and necklaces as thank-yous. Soon, Selekana had the loveliest bead jewellery in the whole village!

The other girls in the village saw Selekana's beautiful beads and felt jealous. One day, they made a cheeky plan. They told Selekana, "Today we must give all our beads to the river as a special present!" But really, they hid their own beads nearby and wanted Selekana to give away hers.

Selekana was puzzled, but she wanted to do the right thing. She took off her beads and threw them into the river. The other girls giggled and hugged their beads. When Selekana realised she'd been tricked, she felt so sad and cried by the water.

But the river was magic! The River Goddess saw everything and wanted to help Selekana. One day, the river softly called to her, "Kind girl, come with me." Selekana followed and, splash! She was in a secret cave under the river, filled with sparkling beads and fireflies twinkling like stars. The River Goddess said, "You can take as many beads as you wish!"

But Selekana was honest and only chose the beads that belonged to her, the ones given by her village friends. With a gentle wave, the River Goddess lifted her back up to the shore, wearing her special beads again.

From that day on, the river grew big and strong again, with plenty of water for everyone. Selekana and her village were very happy, and every time she carried water, her pot was always full. But the girls who played the trick had empty pots until they learned to be kind too.

And that is how Selekana's kindness made the river magical and taught everyone that sharing and caring is the most beautiful treasure of all.

26.4 Mr and Mrs Sun and Moon. (A Story from West Africa)

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

It wasn't long before Sun and Moon both agreed that they were ready for Water's visit. Sun found Water and told him of their new room ready for Water's visit. Next day, Water knocked on Sun and Moon's door. Sun and Moon welcomed Water in. Water asked if they were sure that they had enough room for him. 'Come in' they continued and Water started to flow in the Sun and Moon's house.

Soon Water covered the floor, then he covered the furniture. Fish and other creatures were swimming around Sun and Moon's house. Soon Water had reached the ceiling, both Sun and Moon climbed on the roof of their house. But Water kept rising and soon Sun and Moon's feet were getting wet. Eventually Sun and Moon both had to leap into the sky where they still live to this day.

26.5 Glooscap and the Water Monster (A Native American Story)

Once upon a time, in a sunny village, there lived an old woman named Ayasha and her grandson. One day, the stream in their village dried up, and everyone was very thirsty. The people soon learned that the chief in another village had built a big wall to keep all the water for himself. The stream wanted to jump over the wall and come back, but it just couldn't.

The villagers tried asking the chief to share the water, but he refused. He only offered a tiny cup of muddy water and laughed. This made everyone sad, but the young people wanted to help and went to talk to the chief. Suddenly, a scary sea monster with big red eyes appeared! The monster was brought by the chief to frighten the villagers away.

Ayasha and her grandson hoped that the Creator, Gitchee Manitou, could help. The Creator asked if his friend, Glooscap would help. Glooscap was a great spirit, he looked strong and brave, with an eagle on his shoulder and two wolves by his side. Glooscap marched to the chief's village and said, "Let the stream go! Water is for everyone!" But the chief still said no.

The sea monster jumped out of the water and tried to scare Glooscap. The wolves bit the monster's feet. Glooscap grew bigger and bigger, until he was much taller than the monster. Glooscap defeated the water monster and broke the wall.

The stream was free again! It raced back to Ayasha's village. Everyone was so happy, they jumped and played in the water. Ayasha's grandson smiled, and Ayasha felt young again as she swam with her friends. Some people loved the stream so much, they became fishes and swam forever in the cool water. And from then on, the stream belonged to everyone in the village.

27. Easter Art - Lucas and the Easter Story



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

What do you think about when someone says 'Easter'? If you looked up Easter on the computer, what pictures do you think you would see? We're going to start by listening to a story about Lucas learning about the Easter Story.

Lucas and the Easter Story

Lucas had loved learning about the many different things people did before and during Lent. Pretzels, Omelette Day, King Cake, Samaritan Day, they all buzzed around in his imagination. That was a few weeks ago and Miss Garcia told the class that Lent was coming to an end but Easter was only a week away. She said that the week before Easter is called Holy Week. It is both a sad time and a happy time. Lucas remembered that Lent was supposed to be a sad time. Miss Garcia told everyone that during Holy Week, Christians think about the things that happened to Jesus. They think about what he did and said. They remember a happy time called Palm Sunday when Jesus rode a donkey into the city of Jerusalem and people welcomed him like they would a king. They remember Jesus becoming angry in the temple because people had forgotten how special it was. They remember Jesus having a special meal with his friends. They remember Jesus telling his friends to eat bread and drink wine to remember what happened at Easter. Lucas said that they have bread and wine at the church he goes to with his Grandad every Sunday.

Miss Garcia showed them a hot cross bun. She said that Christians eat them on Good Friday to remember when Jesus died on a cross. Lucas thought it was funny to call it 'good' when it was such a sad thing to remember. Three days later, on Easter day, Christians celebrate Jesus coming back to life. Miss Garcia showed them a painted egg. She said that eggs have been used to help people (not just Christians) think about new life and springtime for thousands of years. She asked the class who would be getting a chocolate egg this Easter. She said that it's not always been this way. During Lent, people didn't eat eggs, but the chickens kept laying them, so people decorated eggs them instead. Sweety companies made chocolate treats and decorated eggs to celebrate the end of Lent and Easter. This is the tradition that many people celebrate today.

Who will be eating hot cross buns during the Easter holiday? You can buy hot cross buns in most bakeries and supermarkets nearly all year round. It wasn't long ago that the sweetly spiced bun with a cross on the top could only be bought during Easter time. Many years ago, Queen Elizabeth I declared that hot cross buns could only be made and eaten on Good Friday, Christmas Day and for peoples' funerals. If anyone was caught making or selling hot cross buns at any other time, they would have to give all the buns to the poor. Many Christians eat hot cross buns on Good Friday to remind them of Jesus dying on a cross.

Who will be eating Easter eggs on Easter Sunday? The hot cross bun is about Jesus' death on the cross but Easter eggs symbolise the belief that Jesus rose from the dead on Easter Sunday. Eggs have been used to think about spring and new life for thousands of years. Pancake Day came about because Christians wanted to use up any ingredients before the fast during Lent. But chickens would continue to lay eggs, so just imagine how many eggs would be collected after forty days. With all those eggs, Christians began decorating them as part of their Easter celebrations. Hundreds of years ago, the king, Edward 1st ordered 459 boiled eggs to be painted or covered in gold and given to his royal household.

There are lots of different traditions that people all around the world do at Easter. Lots of these traditions are linked to the things that happened to Jesus in Holy Week. This week we will explore some old pictures that show some of these events.

Reflection

How can pictures help us to tell a story?

Many traditions and things we do have their roots in events long past, many of which we are completely unaware. As we celebrate our various traditions this year, try to remember that we are linking with and reliving history.



Activities

Focus – Easter

Preparation

The activities for this week (from day 2) will focus on artwork to retell the stories included in the Easter events. For each day show the picture. Recount the part of the Easter story it relates to and discuss some or all of the reflection questions. Each day will suggest a specific piece of artwork that can be found on internet image sites. There will also be lots of other pieces of artwork depicting the same event. Please choose one that you think the children will like. Please find a good quality version of the image to show the pupils.

27.1 I See, I Hear

- Read the assembly 'Easter Art'.

27.2 Triumphal Entry

Suggested Image(s):

1. ***Entry into Jerusalem (1842) by Hippolyte Flandrin.***
2. ***Jesus enters Jerusalem, and the crowds welcomes him (1320) by Pietro Lorenzetti.***
3. ***Entry into Jerusalem, (c1300) by Giotto***
4. ***Search "Entry of Jesus into Jerusalem, miniature from Armenian gospel, folio 7 verso. Armenian museum, Isfahan, Iran.***

There are lots of pieces of fine art that depict the triumphal entry. Please choose one that you think the children will like and ensure it is a good quality version of the image to show the pupils.

Reflection Questions:

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- How do we know it is Jesus?
- Does the picture present the words of the Old Testament written five hundred years before the triumphal entry?
- Is this how you imagined the scene? (Regarding Hippolyte painting – do the people look happy, should they look happy?)
- What's happening in the background?
- What is the best part of the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?

27.3 Clearing the Temple

Suggested Image(s):

1. ***Jesus Cleansing the Temple, 1874 Painting by Carl Bloch***
2. ***Christ driving the money-changers from the Temple, late 17th Century Painting by Ambrogio Bon,***
3. ***Christ driving the money-changers from the temple, 1626 Painting by Rembrandt***

There are lots of pieces of fine art that depict the clearing of the temple. Please choose one that you think the children will like and ensure it is a good quality version of the image to show the pupils.

Reflection Questions:

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- Who is in the painting?
- Is this how you imagined the scene?
- What's happening in the background?
- What is the best part of the painting?
- What emotions can you see in the paintings/people in the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?



27.4 The Last Supper

Suggested Image: The Last Supper (c.1498) Leonardo Da Vinci

Some interesting facts about the Leonardo Da Vinci's 'The Last Supper':

1. *It is 8.8m x 4.6m and was painted directly onto a dining room wall of the convent, Santa Maria delle Grazie in Milan.*
2. *It was painted over five hundred years ago. Due to a poor choice of materials, the paint started to flake off within Leonardo's own life time.*
3. *In the mid 1600's a doorway was added to the wall right where Jesus' feet used to be.*
4. *A restoration project started in 1980, taking 19 years to complete.*
5. *Only a small number of visitors can see the painting at any one time due to the size of the old dining room.*
6. *The painting retells the moment Jesus tells his disciples that someone is going to betray him.*
7. *Jesus' hands are reaching out to the bread and wine, symbols of the Eucharist.*

Reflection Questions:

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- Who is in the painting?
- Is this how you imagined the scene?
- What's happening in the background?
- What is the best part of the painting?
- What emotions can you see in the paintings/people in the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?

27.5 Jesus raises from the dead

Suggested Image(s):

1. ***Apparizione agli apostoli, by Duccio 1311. (Jesus appears to the Disciples at supper)***
2. ***Le tre marie al sepolcro by Peter Von Cornelius (c1800). (The three Marys by the Tomb)***

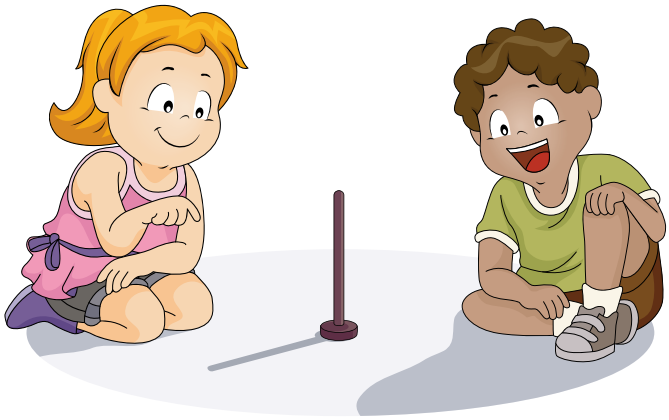
There are lots of pieces of fine art that depict the clearing of the temple. Please choose one that you think the children will like and ensure it is a good quality version of the image to show the pupils.

Reflection Questions:

- Which part of the story has the artist painted?
- What do you think happened just before this picture?
- What do you think will happen just after?
- Can you describe what is going on in the painting?
- What colours has the artist used?
- Who is in the painting?
- Is this how you imagined the scene?
- What's happening in the background?
- What is the best part of the painting?
- How does it make you feel?
- Sum up the painting in one, two or three words.
- If you could ask the painter one question (about the painting) what would it be?



28. Time - Lucas's Clocks



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

Does anyone think it is important to know the time? Teachers, do you think it is important to know the time? How do you know when it is… bedtime, get up time, lunch time or time to go to school. Today I have used a clock to wake me up. I have used the clock to tell me what time to leave the house for school. I have also used a clock to make sure I am here ready to give this assembly. Time is important, but we haven't always had the clocks that we have today to be able to tell the time. Humans have probably always used the sun to help them tell the time. I didn't use the sun to tell me what time this assembly started. Sunrises let everyone know that it is morning time. The sun setting lets everyone know that nighttime is on the way. The sun in the middle of the sky helps people to know that it is midday.

Knowing the time of day now is easy, as long as you have a clock, watch or phone. A clock helps us to measure, keep or tell us the time. The oldest clocks were invented a long time ago and they would look very different to what you might think a clock looks like today. Early clocks were things like sundials and sand glasses (or hourglasses). Even a candle could be used as a clock. People burned candles and measured them getting smaller to work out how much time had passed.

Have you ever seen your shadow when the sun is bright in the sky. If you stand still, your shadow will move as the sun travels across the sky. Some people like the Egyptians would use these moving shadows to measure time, they would mark when midday or noon was and split the day into different bits – a bit like hours today. Some people were able to measure the time by using a water clock. If they put a small hole in a container and filled it with water, it would drip out and they could use this to measure time. Water clocks didn't need the sun.

The number of hours of daylight we have in a day depends on the time of year. In winter we have less hours of daylight and in summer we have more hours of daylight. There are only two days each year when the sun is visible for exactly 12 hours. Does anyone know how many minutes are there in an hour? How many seconds in a minute? In Roman times the amount of time in an hour changed depending on the time of year. The Romans split every day into twelve hours of daylight no matter how long the daylight lasted. An hour in summer was much longer than an hour in winter.

After water clocks came mechanical clocks. These clocks weren't powered by water, they are a bit more like the clocks we know today. The oldest example of a mechanical clock that is still working is in Salisbury Cathedral. Watches were made a few hundred years ago. Watches were not worn on the wrist, they were held in the hand, kept in a pocket or worn on a chain. Wrist watches have been around a long time, but they didn't become popular until the first world war. Soldiers found it easier to wear a watch on their arm, it was easier to tell the time than carrying a watch in their pocket. It became so popular and lots and lots of people started wearing watches.

To finish this morning's assembly we were going to hear a story about a boy and his fascination with clocks.

Lucas' Clocks

Lucas loved everything to do with clocks. It started when his Grandad had shown him an old watch that was given to him by Lucas' Grandma. Grandad said that he was going to give Lucas the watch when he was older. From then on Lucas wanted to find out as much as he could about watches and time. He was especially excited when Miss Garcia, his teacher, told his class that they were going to spend some time learning about time. Miss Garcia brought lots of clocks and other things to do with time in for the children to look at. Lucas loved looking at them all. There were watches on chains, large wooden clocks, large sand timers (like the ones you get in some board games) and things that used the shadow from the sun. Some had numbers, some had lots of I's and V's Miss Garcia called them called Roman Numerals. Lucas loved playing with all the clocks. It was nearly time for lunch and Miss Garcia asked the children to put the clocks back in the curiosity corner.

After lunch Miss Garcia told the children they were going to learn about how different people have used time to help them remember important times during the day. They started by watching a video about church bells. Church bells have been used to let people know that the church service was about to start for a very long time. When people heard the church bells on a Sunday morning, they would start making their way to church. Church bells have been used at weddings and to tell everybody in the town what time it is. The number of chimes or rings tell people what time of the day it is. After the church bells, Miss Garcia explained that in some countries, a muezzin calls Muslims to pray from a high tower called a minaret. When Muslims hear the call they know that it is time to pray. Many Muslims will pray 5 times a day, this is called Salat. The times that Muslims pray are just before sunrise, midday, the late part of the afternoon, just after sunset and between sunset and midnight. The minaret, the tower that the muezzin calls people to prayer, are common features of a mosque, like bell towers are common features of some older churches.

After school, Lucas told his Grandad about the things he had found out at school. He said that the church bell was a type of clock. At that moment they walked past a church as it chimed four o'clock. Grandad laughed, "That's amazing timing."

Lucas smiled, he looked at Grandads smart watch on his Grandad's wrist. "I wonder if telling the time will change in the future."



"We'll have to wait and see. But in the meantime it's time for tea," said Grandad.

Lucas groaned, "It's time to stop all those time jokes and it's time for you to push me on the swings." And with that they entered the gates of the play park.

Reflection

What normal activities are impossible to do without knowing the time?

- Catching a bus or train
- Everyone arriving at school together
- Bed time
- Boiling an egg with a runny yoke
- Parents watching TV
- Timing the running of a marathon
- Meeting a friend at 3:30pm
- Watching a live football match

Just think how amazing it is that we can all start school at the same time everyday no matter if it's in the middle of winter or the beginning of summer. Would that be possible if we relied on the sun for telling the time?



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

Feeling Focus – Variations of Love



Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

28.1 I See, I Hear

- Whilst presenting the assembly 'Time' or the story 'Lucas's Clocks' emphasise the feeling 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.

28.2a I See, I Hear

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

28.2b I See, I Hear

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

28.3a I Feel

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

28.3b I Feel

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

28.4a I Understand

- Recount the story of the 'Lucas's Clocks'.
- Act out love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Different things can make different people feel love and people love different things. Ask the children to think about something they love e.g. When growing love from small to big love, small love could be the feeling you have when you are with a really good friend. A person might feel big love when they see a cute kitten or puppy.
- Lucas loved his Grandad, loved his Grandad's watch and loved learning about clocks.
- Children act out love growing and shrinking with or to a partner.

28.4b I Understand

- Recount the story of the 'Lucas's Clocks'.
- Act out love growing from a relaxed smile and large eyes on your face to bringing your hands together in front of your chest (over your heart) and tilting your head. Shrink back to a relaxed smile and large eyes.
- Different things can make different people feel love and people love different things. Ask the children to think about something they love e.g. When growing love from small to big love, small love could be the feeling you have when you are with a really good friend. A person might feel big love when they see a cute kitten or puppy.
- Lucas loved his Grandad, loved his Grandad's watch and loved learning about clocks.
- Can the children think of times that they have felt love, appreciation (thankful), like, loyalty, friendly, enjoyment and care **(see 'Variations of Love')**.
- Children act out love growing and shrinking with or to a partner.



28.5 I Can

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

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



29. John Harrison - Time to Build a Boat

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

Can anyone remember what we talked about last week? Can you remember what Lucas was learning about in our story. We learned about the importance of time and we found out how people used to tell the time by using things like the sun, sand or water. We are going to start this assembly by hearing a story from the Bible. It's a story that is important to lots of Christians, Jews and Muslims. Every time you hear the word 'time' I want you to do an action. What can we do for 'time'? Ask for some ideas and choose one for everyone to copy when they hear to word time said in the story. See if you can count how many times I say the word time.

Time to Build a Boat

Noah had lived a long time. He was already an old man when God visited him. God said, "Noah, it's **time** for you to make a boat." God called it an 'ark'. "Soon, it is about to rain and there is a flood coming. I want to save you and your family. The ark needs to be big, big enough for lots and lots of animals, because I want to save them too."

Well, Noah agreed. He spent a long **time** building the ark. After a long **time** building, Noah had finished the ark.

It was now **time** to fill the ark with animals. One pair, that's two of every type of animal entered the ark. There were 7 pairs of a few special animals. Once the ark was full of animals it was time for Noah and his family get on to the ark. God shut the door. In no **time** at all, it started raining. It rained and rained and rained. For 40 long days and nights it rained.



The rain stopped, but Noah couldn't see any of the land. It was covered in water. It was **time** for the water to go down. Soon, the ark rested on the top of a mountain. Noah said "I wonder if it is nearly **time** for us to leave this ark. He opened a window and sent out a raven. The raven didn't find any land. Later, Noah sent out a dove. The dove didn't find any land either. Noah sent the dove again, this time the dove came back with an olive leaf in its beak. The next **time** he sent out the dove, it never came back.

A bit more **time** passed. It was **time** to get off the ark. Noah, his family and all the animals left the ark. They looked up into the sky and saw a rainbow. "It's **time** to start again", God said to Noah.

Time appeared a lot in the story of Noah. It's about God saving a family from a flood by putting them in a boat. For the rest of this assembly we are going to hear about a man who spent a lot of time making clocks that helped lots and lots of people who sailed on the sea.

John Harrison was born a long time ago (March 1693), in a small village in England. When John was a child, he got very sick and had to stay in bed. Someone gave him a pocket watch, and he loved looking at how it worked. His family moved to another town, and John learned to be a carpenter like his dad. A carpenter is someone who works with wood. He also enjoyed singing in church. When he was twenty, John made his first clock all by himself, making both the wood and the clock parts.

John wanted his clocks to be the best! At that time, clocks often went a bit wrong, they weren't good at keeping the real time, especially when it was hot or cold. John found clever ways to fix this. He made his clocks and pocket watches much better at keeping time. When sailors were out on the sea, they needed to know exactly where they were so they didn't get lost or stuck on rocks. Nowadays, we have computers and satellites to help, but back then, sailors used maps and stars. If they got lost, it could be very dangerous.

To stay safe, sailors needed to know how far they had travelled. It was easy to find out if you'd gone north or south, but not so easy to know if you'd gone east or west. Because of this, many ships got lost. The British government wanted someone to solve this problem and promised a big prize to anyone who could help. John Harrison wanted to help. He knew that if sailors have a clock, they can work out how far they've gone and they will know where they are. If they know where they are they can stay away from dangerous rocks that were dangerous to the boats. At that time, if sailors took a clock on to a boat it would lose time and begin to show the wrong time. John began making a special sea clock which could keep good time even when the ship was moving.

John's first 'sea clock' took seven years to make! It was called the H1. He tested it on a ship and saved the crew from danger. But it didn't work the way John wanted to, it still wasn't good enough. John tried again. This time he made H2, this clock was better, but it still lost time on stormy seas. John made another clock, H3. H3 lost time like the other two clocks. John kept working on them to make them better. Bravely, John started to make H4. It was completely different to the other three clocks. (Google Image search the clocks H1-3 and H4). It looked like a large pocket watch. It worked. It took a long time to make each of the clocks. John didn't stop trying until he was happy that the clocks were good enough. He made four different clocks, each one better than the last. When one didn't work, he didn't give up, he learned from his mistakes and tried again.



He spent many years making clocks, always trying to help sailors stay safe. He inspires us to keep going, even when things are hard or we make mistakes. If something doesn't work, we can try again, just like John! Sometimes, old ways don't work, so we need to try something new. John worked for twenty-two years on his clocks, and finally, his new design worked brilliantly. Thanks to John, sailors could travel safely across the seas. He showed us that not giving up can help us achieve amazing things. What do you think a hero is? We often think of heroes as people from stories that have superhuman powers, they can fly and do amazing superhuman things. I don't John Harrison think could fly or climb up walls, but he spent his life making clocks and helped saved the lives of lots of sailors. I think he is a hero.

Reflection

How did being ill when John was a child help him make clocks?

John tried and tried again when his clocks didn't work, what do you need to try again with?

How can we get better at trying and trying again when things don't work out like we want them to?



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

Focus – Resilience and determination

29.1 I See, I Hear

- Present the assembly 'John Harrison' or the story 'Time to Build a Boat'.

29.2 I See, I Hear

The Spider and the Cave

Once upon a time there was a spider who lived in a cave in the highlands of Scotland. The spider loved her cave. It kept her warm and dry when it rained but it kept her cool in the summer sun. One day the spider began to make herself a web. She was only a small spider and it took her a while to climb to the top of the entrance of the cave. Before she could fix her silk thread to the rock, she lost her footing and fell to the floor. She felt sad but dusted off her 8 legs anyway and started again. For a second time she climbed to the top of the cave and began to spin her web. But oh no! She fell again, back to the bottom of the cave. She sat there for a minute feeling frustrated before setting off on the long walk to the top of the cave's entrance. Would she be able to do it a third time? No, she didn't even make it to the top before falling back down. Determined, the little spider wasn't going to be beaten. So, for the fourth time she climbed the wall of the cave. This time she was able to fix her silk to the rock and began to weave her web. The spider loved weaving her web and it wasn't long before she was resting in the middle of her beautiful creation near the entrance to her cave. She was very, very happy with herself.

- What can we learn from this story?

29.3 I See, I Hear

The Ant and the Grasshopper – An Aesop Fable

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

- What can we learn from this story?

29.4 I See, I Hear

The Crow and the Large Clay Watering Jug (An 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.

- What can we learn from this story?

29.5a I Can

- This week we have been listening to stories where the spider, ant and crow didn't give up, They all worked hard, we would call them determined or resilient.
- How would you feel if you were…
  - the spider trying and trying to make her web;
  - the ant working hard to gather food watching the grasshopper just relaxing;
  - or the crow slowly watching the water creeping towards the top of the jug very, very slowly.
- What can we do when we feel frustrated, angry or sad because things aren't working the way we want them to.
- How can we help others who are wanting to give up because things aren't working out like they want them to?
  - If something is tricky, have another go and keep trying.
  - Celebrate when you try your best, even if you don't finish or win.
  - Use words to tell someone if you feel upset, cross or sad.
  - You can talk to a grown-up or a friend about how you feel frustrated or sad.
  - When you have a problem, think of different ideas to help fix it, like asking for help or trying a new way.
  - Watch how adults keep going when things are tough, and talk about how you can keep trying too.
  - Remember it's okay to try new things, and grown-ups are there to help you.

29.5b I Can

- This week we have been listening to stories where the spider, ant and crow didn't give up, They all worked hard, we would call them determined or resilient. John Harrison was resilient. Even though his clocks didn't work the way he wanted them to, he tried and tried again. His determination paid off in the end and he made a clock that made sailing on the sea safer for lots and lots of sailors.
- How would you feel if you were…
  - John and your first three clocks didn't work like you wanted them to;
  - the spider trying and trying to make her web;
  - the ant working hard to gather food watching the grasshopper just relaxing;
  - or the crow slowly watching the water creeping towards the top of the jug very, very slowly.
- What can we do when we feel frustrated, angry or sad because things aren't working the way we want them to.
- How can we help others who are wanting to give up because things aren't working out like they want them to?
  - If something is tricky, have another go and keep trying.
  - Celebrate when you try your best, even if you don't finish or win.
  - Use words to tell someone if you feel upset, cross or sad.
  - You can talk to a grown-up or a friend about how you feel frustrated or sad.
  - When you have a problem, think of different ideas to help fix it, like asking for help or trying a new way.
  - Watch how adults keep going when things are tough, and talk about how you can keep trying too.
  - Remember it's okay to try new things, and grown-ups are there to help you.

30. The Golden Rule - The Good Samaritan



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

Have you ever heard someone say, "Love your neighbour as you love yourself" or "Treat people how you want to be treated"? These are special rules that help us to get along with each other and they are often called 'The Golden Rule'. Has anyone heard of 'The Golden Rule'? What do you think it means to be kind to your neighbour, or to treat someone as you would like to be treated?

Let's think about some questions. Do you like it when someone is unkind to you? Does it feel nice when you're not allowed to play a game that your friends are playing? Nobody likes it when their feelings are hurt. Sometimes, we might not realise if we hurt someone's feelings. The Golden Rule helps us remember to be nice and kind to others, just like we want others to be nice and kind to us. People have been talking about the Golden Rule for a very long time, even in stories from far away and long ago.

In Islam, there are special sayings from a man called Muhammad, who taught people about being kind. He said, that if you love your neighbour like yourself, then you show everyone that you are a Muslim. The Quran teaches that if someone is mean to you, you should try to be kind back.

The golden rule is found in books that are important to Jews. They say "Love your neighbour as yourself" and "If your enemy is hungry, give him food to eat, if he is thirsty give him water to drink." (Proverbs 25:21)

The Golden Rule can be found in the teachings of many of other people including Hindu Dharma (Sanatan Dharma), Sikhi, Buddhist Dharma and Baha'i. The Golden Rule can be used to help you know what to do all the time and where ever you are in the world. It works with adults and children, on holiday or at school. Humanists teach that the Golden Rule requires kindness and care.* If you live by the golden rule, it will stop you from lying, bullying and stealing from others.

When Jesus was asked, what is the most important rule? He replied "Love the Lord your God with all your heart and with all your soul and with all your mind, this is the first and greatest commandment and the second is like it love your neighbour as you love yourself."

For Jesus and for many people, the Golden Rule is very important. Jesus explains that loving others means helping those that you don't like or even helping people that don't

like you. A person once asked Jesus, who is my neighbour? Jesus answered them by telling the parable of the Good Samaritan.

The Good Samaritan

There was a man who was walking down a long but dangerous road. Suddenly, some robbers jumped out and hurt him very badly. They took all his money and left him lying on the side of the road.

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

But then, a Samaritan came along. At first, the man was surprised because Samaritans were not always friendly with people like him. When the Samaritan saw the hurt man, he felt very sad and wanted to help. He bandaged the man's wounds and put him on his donkey. The Samaritan took him to an inn and took care of him. The hurt man was so relieved.

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

Jesus told this story after someone asked Jesus about who they should be kind to. They were really asking, should we only be kind to family members of those in our own community. Jesus used the example of a Samaritan, because they were people from a different country. Jesus was saying we need to be kind to everyone.

The Golden Rule is a simple way to remember how to be kind and caring. If we always try to treat others the way we want to be treated, we can help make our school, our homes and everywhere we go a happier, friendlier place. So, whenever you are not sure what to do, just think about how you'd like someone to treat you and then do the same for them.

**The humanist association website has more information on humanist ethics.*

Reflection

Do you like it when people are kind to you?

Do you like it when someone is unkind to you?

How does it feel when you're playing a game that your friends are playing?

How does it feel when you're not allowed to play a game that your friends are playing?

How can you treat others like you want to be treated today?



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

Feeling Focus – Happy (relief), Sad, Fear and Surprise



Subsidiary Focus – The Golden Rule

Optional resources to support this week's theme:

- Printed **Facial Expression Images*** for happy, sad, fear and surprise – Also see **Facial Expression Descriptions***
- Printed **Body Language Images*** for happy, sad, fear and surprise – Also see **Body Language Descriptions***
- **Variations of***
- A small ball and a larger ball (e.g. table tennis and tennis balls)
- Puppet (optional, replace with you, another adult or child)

** Included in the Teacher's Guide.*

30.1 I See, I Hear

- Whilst presenting the assembly 'The Golden Rule' or the story 'The Good Samaritan', emphasise the feelings happy (relief), sad, fear and surprise. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

30.2 I See, I Hear

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

30.3 I Understand

- Recount the story 'The Good Samaritan' by asking the children to freezeframe a part of the story.
- For each part of the story pause and over emphasise the feelings happy (relief), sad, fear and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies
- Ask the children to think about why the different characters would have felt happy, sad, scared and surprised.
- Sad – The man was sad that he had been robbed and left on the road.
- Scared – The priest walked past the man because he was scared he would be robbed too.
- Sad – The Samaritan felt sorry for the man who had been robbed and left at the side of the road.
- Surprised – The man was surprised that a Samaritan had stopped to help him. At that time, the man and the Samaritans didn't really like each other.
- Happy and relieved – The man was happy and relieved that the Samaritan had stopped and helped him.

30.4a I Feel

- Recount the story 'The Good Samaritan' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (relief), sad, fear and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies
- Sad – The man and the Samaritan were sad that the man had been robbed and left on the road. They felt like their tummies were droopy, their chests felt sore or empty, and they wanted to be very still.
- Scared – The priest walked past the man because he was scared he would be robbed too. He felt like butterflies were fluttering in his tummy and his heart started to beat really fast. He wanted to get out of there as fast as he could.
- Surprised – The man was surprised that a Samaritan had stopped to help him. His eyes got bigger, he couldn't really believe that it was a Samaritan that was helping him. At that time, the man and the Samaritans didn't really like each other.
- Happy and relieved – The man was happy and relieved that the Samaritan had stopped and helped him. His body went all loose, he felt warm and relaxed inside.

30.4b I Feel

- Recount the story 'The Good Samaritan' by asking the children to tell you what they can remember.
- For each part of the story pause and over emphasise the feelings happy (relief), sad, fear and surprise. Act out the facial expressions for each feeling **(possibly show the appropriate 'Facial Expression Images')**. Children copy and practise showing the feelings on their faces.
- Act out the body language for each feeling **(possibly show the appropriate 'Body Language Images')**. Children copy and practise showing the feelings on their bodies
- Why was the priest scared?
- Why was the man surprised when the Samaritan helped him.
- How did it make them feel?
- What did it feel like on the inside?
- Sad – The man and the Samaritan were sad that the man had been robbed and left on the road. They felt like their tummies were heavy, their chests felt sore or empty, and they wanted to be very still.
- Scared – The priest walked past the man because he was scared he would be robbed too. He felt like butterflies were fluttering in his tummy and his heart started to beat really fast. He wanted to get out of there as fast as he could.
- Surprised – The man was surprised that a Samaritan had stopped to help him. His eyes got bigger, he couldn't really believe that it was a Samaritan that was helping him. At that time, the man and the Samaritans didn't really like each other.
- Happy and relieved – The man was happy and relieved that the Samaritan had stopped and helped him. His body went all loose, he felt warm and relaxed inside.
- Using a small ball and a larger ball (e.g. table tennis and tennis balls) demonstrate that some feelings may feel, look or sound quite small and others may feel, look or sound much bigger. How big were the feelings in the story? **(see Variations of… *)**

30.5 I Can

- The Good Samaritan story is a story about the Golden Rule. The Golden Rule is 'Treat other people like you want to be treated'.
- Do you like it when people are kind to you?
- Do you like it when someone is unkind to you?
- How does it feel when you're playing a game that your friends are playing?
- How does it feel when you're not allowed to play a game that your friends are playing?
- The Golden Rule is a simple way to remember how to be kind and caring. If we always try to treat others the way we want to be treated, we can help make our school, our homes and everywhere we go a happier, friendlier place. So, whenever you are not sure what to do, just think about how you'd like someone to treat you and then do the same for them.
- How can you treat others like you want to be treated today?



31. Buddha Day - The Buffalo and the Monkey



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

Every year, in May or June, lots of people around the world have a special celebration called Wesak. Wesak is also called 'Buddha Day'. The day remembers the life and death of a man named Siddhartha Gautama. Siddhartha came to be known as the Buddha. During Wesak people celebrate his birthday, they also celebrate the day he became the Buddha.

Siddhartha was born a long, long time ago in a place called Lumbini, which is now in Nepal. His mum and dad were King Suddhodana and Queen Maya. Before Siddhartha was born, Queen Maya had a dream about a white elephant. Some wise people said that it meant that their baby would be very special. They said that he would grow up to be a great king or a great religious teacher. But he could not be both. The king wanted Siddhartha to be a great ruler. He locked the gates and kept Siddhartha safe inside the palace.

Siddhartha had everything he wanted. Siddhartha wasn't allowed to see anyone who was sick or old, and he wasn't allowed to meet religious leaders like monks. The king made sure that Siddhartha had lots of friends and fun things to do. Siddharth had the best of everything. He married a lovely princess called Yasodhara. They had a little boy named Rahula and lived happily in the big palace. But sometimes Siddhartha wondered what life was like outside.

He asked his servant Channa to take him out in a chariot. When Siddhartha went outside, he saw an old man for the very first time. The old man had grey hair, wrinkles and needed a stick to walk. Siddhartha was surprised and asked Channa what had happened to the man. Channa explained that everyone gets old.

Siddhartha wanted to go outside again. Channa took him out, Siddhartha saw a man lying on the ground feeling very poorly. He asked Channa what was wrong. Channa said that people can become ill. Siddhartha hadn't seen sickness before, it made him feel sad.

Siddhartha didn't like seeing people getting old or being sick. Siddhartha started thinking a lot about what he had seen. He wanted to go outside one more time. This time, he saw a monk who had very little but looked happy. Siddhartha wondered how the monk could smile when there was so much sadness. Siddhartha wanted to help people. He decided to

leave his palace. Siddhartha became a monk. He wanted to find the answer to why people had to suffer.

Siddhartha sat underneath a special tree and thought for a long time. He spent time thinking about what makes people sad. He spent time meditating and not thinking about 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.

Once Siddhartha had become the Buddha, he spent the rest of his life telling stories and teaching others about what he had learned. Wesak celebrates and remembers Siddhartha's birth, death and the moment he received the answers to what makes people sad. We are going to finish this assembly by listening to one of the Buddha's stories.

The Buffalo and the Monkey (Based on a story attributed to the Buddha – Jakata Tale)

Once upon a time, there was a calm and patient buffalo that lived in a thick forest with many other animals. In the same forest lived a mischievous monkey. The monkey loved to play tricks on all the other animals. The monkey had played tricks for so long that all the other animals had become frustrated with the monkey.

The monkey really loved to play tricks on the buffalo. He would pull the buffalo's tail and jump on the buffalo's back. But the buffalo was patient. He never complained or got annoyed. This surprised all the other animals.

"Why do you put up with all the monkey's tricks?" the elephant said to the buffalo one day. "The monkey torments you day after day, but you never say or do anything."

The buffalo paused and smiled. "The monkey is teaching me patience. The more patient I am the less annoyed I become."

The monkey was in a tree nearby. He heard the buffalo and elephant talking. He suddenly felt ashamed and guilty for playing his tricks on the buffalo and all the other animals. He climbed down and walked over to the buffalo. "I so sorry for trying to annoy you," said the monkey. "I promise to try and do better from now on."

From that day on the monkey never played any tricks on the other animals.

The Buddha used stories like this one to teach people what he had learned. He knew how and why people feel sad and what they can do about it to make our lives better and the lives of the people around us.

Reflection

How do you think Siddhartha felt when he saw the old man and the sick man for the first time?

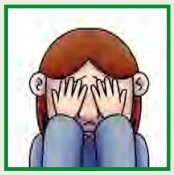
What can you do to help someone feel better when they are sad or poorly?

In the story, the buffalo stayed calm. What can you do to calm down when someone is trying to annoy you?



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

Feeling Focus – Variety of Shame/Guilt



Subsidiary Focus – Wesak/Buddha Day

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

31.1 I See, I Hear

- Whilst presenting the assembly 'Buddha Day' or the story 'The Buffalo and the Monkey' emphasise the feelings excitement, fear, anger and shame. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

31.2a I See, I Hear

- Recount the story 'The Buffalo and the Monkey'.
- Think about the monkey. There are lots of words that we can use to describe shame and guilt. Explain that there are different ways people show their shame **(see 'Variations of Shame – Big and Small')**.
- Children copy you acting shame growing from a small guilty look on your face to your whole body being completely embarrassed. Shrink back to a small guilty look on your face.
- Children act out other emotions growing and shrinking.

31.2b I See, I Hear

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

31.3a I Feel

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

31.3b I Feel

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

31.4 I Understand

- Recount the story 'The Buffalo and the Monkey' by freezeframing different parts of the story.
- Act out shame growing from a slightly guilty face to your whole body being embarrassed. Shrink back to a slightly frustrated face again.
- Different things can make different people ashamed.
- Sometimes we might feel ashamed if we know we have done something wrong. Monkey felt guilty when the buffalo told the elephant about how monkey's behaviour had made him patient, not cross.
- Children act out other emotions growing and shrinking.

31.5 I Can

- Act out shame growing from a slightly guilty face to your whole body being very embarrassed. Shrink back to a slightly guilty face again.
- Use a puppet and pretend to be Monkey. Explain that you feel very guilty when he heard buffalo and the elephant talking.
    - What did the Monkey do when he felt guilty? He said sorry.
    - What can you do if someone is annoying you?
        - Don't get angry.
        - Maybe tell an adult if it happens again and again.
        - Tell the person annoying you that it makes you feel sad.

32. Cost the Earth - Jess Plants an Acorn



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

Preparation

Prepare a wooden spoon, plastic bag, plastic cutlery, pair of trainers.

This week, we are going to be thinking about looking after our world. We are going to think about how we can look after our world by making choices that help us and help the world. When we make choices, we can think about how those choices affect the world. We can do that by thinking about how our actions affect other people, even people who live far away. We will also think about how people's choices in the past help us now and how the choices we make can help people in the future.

The 5th June is 'World Environment' Day. It is a day to think about how the things we do affect the planet and other people. It is a day that can help us to think about any changes that we might need to do to help the world be a nice place for people now and in the future. Have you ever heard anyone say 'that cost the Earth'. It means something is very expensive. I might say that car cost the earth, because it cost all the spare money I had. We can use 'cost the earth' to think about our world: 'What does it cost the Earth?' What does litter cost the Earth? What does not turning off the lights, or driving to school instead of walking actually cost the earth?

To help look after our world, we can ask questions about the things we use at home or at school. We can think about what happened to them in the past, how we use them now, and what will happen to them in the future.

The Past

Where did this item come from? Who made it? Why did they make it? Did the person who made it get paid a fair price for their work? We may not know the answer to many of these questions, but the information is available on the internet. Do you think that we should make choices about what we buy now based on the answers to these questions? Why?

The Future

What will happen to this item in one week? One month? One year? One decade?

One hundred years? Is it sustainable? Can I or someone else reuse it? Can I recycle it? Can I compost it?

The Present

Do I want this item? Do I need this item? What changes to this item could help the planet? Is there too much packaging for this item?

By thinking about where an item came from, how it was made and what will happen to it in the future may help us to think about our need for it now. If I need it but it can't be recycled or if the person that made it was not paid very much then I might want to find out about another similar item that doesn't cost as much for the Earth.

Use the items suggested and ask questions about their past, future and present.

We are going to finish today's assembly by listening to a story about how thinking about the past, the present and future can help us make choices that help us and the Earth.

Jess Plants an Acorn

Jamie and Jess had been planting seeds at school. They had been telling their mum about it on the way home. As soon as they got home Jamie started researching seeds on the computer. He learned that there are small seeds and big seeds, seeds that only take a few days to grow and some that take a long time. Seeds are the way plants and trees are able to make new plants and trees. Seeds are planted so that they are able to grow more seeds. We use some of those seeds to make food and others we replant to make more seeds. Jamie learned that chocolate, peas and sweetcorn are all seeds.

Jess decided that she wanted to plant a seed and grow a tree. She had an acorn in her bedroom that she had found in the park. Jamie told her that acorns grow into big oak trees. 'I'll plant that,' she thought. Jess planted it in the garden where it had room to grow. The next morning Jess ran down the stairs to see if the acorn had become an oak tree. There was nothing there. Jess was disappointed.

"What did you think was going to happen?" Jess' dad asked.

"I thought there was going to be a tree, I want it to make new acorns for the squirrels," replied Jess.

"An oak tree will take a long time before it will start making new acorns, we'll have probably grown up and left home," said Jamie.

Jess' dad could see the disappointment on Jess' face. "The trees in the park were planted by people a long time ago, some of them knew they would never see the trees become big and strong, but the acorns from those treed are feeding the squirrels today. You're planting that tree now and it will feed the squirrels that haven't been born yet."

Jess thought about what her dad said, "I wonder if the squirrels in the park are thankful for the people who planted those oak trees." She smiled, "Just think, I'm helping squirrels that I'll probably never even meet. That feels good!"*

This story helps up to think about and be thankful for the people in the past who have thought about how their actions would help us today. It reminds us that what we do today will also affect the people who come after us. By thinking about the past and what we do today, the present, it can help us to



make decisions that will make the world a nicer place for the future. Let's make sure our decisions don't cost the Earth!

Reflection

Can you think about what will happen to the items that you use today?

What can we do today that will help people that live in the future?

'Yesterday is history. Tomorrow is a mystery. Today is a gift. That's why they call it the present.'

* 'Jess Plants and Acorn' is based on a traditional Jewish story. One hot sunny day, a Rabbi was enjoying a walk. He came across an old man planting a carob tree. It looked like back breaking work on such a hot day and the Rabbi was impressed if not a little surprised. "How many years will it take for the tree to bear fruit?" asked the Rabbi.

"It will take many years," the old man replied as he began watering the newly planted seed.

The Rabbi thought and continued, "Are you so healthy that you expect to live many more years and eat its fruit?"

The man replied, "I found a fruitful world because my ancestors planted it for me. I am planting for my grandchildren."



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

Feeling Focus – Variations of Sad



Subsidiary Focus – World Environment Day

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

32.1 I See, I Hear

- Whilst presenting the assembly 'Cost the Earth' or the story 'Jess Plants an Acorn' emphasise the feelings happy, sad, anger (frustration). Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

32.2a I See, I Hear

- Recount the story 'Jess Plants an Acorn' by asking what do the children remember.
- There are lots of words that we can use to describe feeling sad. Explain that there are different ways people show sadness **(see 'Variations of Sad – Big and Small')**.
- Jess was disappointed that her acorn hadn't grown into a tree.
- Children copy you acting sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.

32.2b I See, I Hear

- Recount the story 'Jess Plants an Acorn' by asking what do the children remember.
- There are lots of words that we can use to describe being sad. Explain that there are different ways people show sadness **(see 'Variations of Sad')**.
- Jess was disappointed that her acorn hadn't grown into a tree.
- Children copy you acting sadness growing from a slightly sad face to your whole body being very distressed and then shrink to a slightly sad face again.
- Practise the different ways sadness could be shown on our faces. Variations of Sad include pictures for unhappy, upset, glum, distressed, miserable and gloomy.
- Ask the children to discuss if some types of sad are sadder than others?
- Ask the children to discuss ordering the **'Variations of Sad'** small sad to big sad.

32.3a I Feel

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

32.3b I Feel

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

32.4a I Understand

- Recount the story 'Jess Plants an Acorn' and ask what are the children's favourite traditions.
- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Different things can make different people sad. Ask the children to think about something they like, a teddy, a game etc… Imagine if you lost it in your house, you know you'll find it but you've lost it for now. How sad might that make you feel? Imagine if you lost it when you were on holiday and you get back home and you realise you'll never get it back. You might be distraught. Imagine just how happy and surprised you'd be if a stranger found it and you were able to get it back.
- What made Jess sad?

32.4b I Understand

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

32.5 I Can

- Act out sadness growing from a slightly sad face to your whole body being very distressed then shrink to a slightly sad face again.
- Use a puppet to ask the children when might you feel sad? Can we make ourselves feel sad?
- Ask the children what can they do when they feel very sad?
- Know that feeling sad is normal and it will stop.
- Think about why you are sad.
- Think about times when you have been sad before and how the feeling didn't last long.
- Think about something positive.
- Think about something else and distract yourself.
- Tap one of your fingers on your other and think about what it feels like.
- How can being sad about sad things that cost the earth, like litter, help us to make choices about our planet?



33. Shavuot - Jamie and the Cheesecake



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

Can anyone tell me what the Jewish special book is called? It is called the Torah. The Torah is the first part of a bigger Jewish holy book called the Tanakh. Many Jews and Christians think that a man named Moses wrote the Torah a very long time ago. The Torah is a very important book for many Jews because it tells stories about how Judaism started. It even includes a story about the beginning of the world.

When we celebrate something today, the celebration is often celebrating something that happened in the past. Who has had a birthday recently? A birthday party is a celebration of something that happened in the past. We might celebrate your birthday today, but you were born a few years ago. Many of the Jewish celebrations that take place today remember stories that are told in the Torah.

There are lots of important things in the Torah for Jews and Christians. Have you heard of the ten commandments? They are ten rules that are important for many Jews, Christians and others. There are many other rules that God gave to Moses that are included in the Torah. The Torah even explains how God gave Moses the ten commandments. The Torah includes the story that is celebrated by Jews at Passover, it is a story of God helping the Jews.

Just like your birthday celebrates your birth, there is a festival that remembers God giving the Torah to Moses. Like the birth of the Torah. The festival is called Shavuot. Shavuot happens about seven weeks after the festival of Passover.

We are going to finish this assembly by listening to a story about how Jess and Jamie celebrate Shavuot.

Jamie and the Shavuot Cheesecake

Jess and Jamie loved the Jewish festivals. It didn't matter which holiday, Hanukkah, Passover, Purim, Sukkot, they were all times where Dad would read from the Jewish holy books, they would eat special food, and they did things that made them feel special. It was Shavuot and time to celebrate God giving a special book called the Torah to Moses many years ago. They'd spent the day tidying their rooms but now the sun was starting to set in the sky. Mum started the celebrations by lighting candles. She said some special words to bless the celebrations.

The next day Jess and Jamie sat at the table and waited for their special

breakfast. Jess had cream cheese on toast with some nuts and fruit. Jamie didn't have the cheese. He didn't like cheese, any cheese. "I forgot you all have loads of cheese on Shavuot. Yuck, cheese is disgusting!" he said eating his toast and fruit.

After breakfast, they all went to the synagogue. The Rabbi read some special passages from the Torah about God giving Moses the Ten Commandments. The Rabbi also told them about the story of Ruth. Ruth was the great grandma of a special Jewish king called David. "David was supposed to have been born and died on Shavuot," whispered Jamie to Jess.

Back at home, it was lunch time. The table had lots of cheesy foods. There were bowls of cheese topped pasta and to top it off there was a specially decorated cheesecake in the middle of the table. Jess loved the blintzes, they were pancakes that had a cheesy middle. Mum had made Jamie a plate of plain pasta and blintzes without any cheese.

"Are you going to try some cheesecake again this year?" asked dad.

Jamie nodded but he didn't look happy. "I'll try it," he said, "but I don't think I'll like it."

Mum cut a big piece for Jess but she only cut a small slice for Jamie. Jamie sat with the cheesecake in front of him. Mum, dad and Jess were all looking at him. Jamie picked up small bit on his spoon and put it in his mouth. Jess was waiting for his disgusted look, but Jamie paused.

"It's not nice," he said, "but it's not as horrible as last year."

To everyone's surprise Jamie finished all the cheesecake on his plate. "How about a cheese blintz?" said Jess.

A disgusted look appeared on Jamie's face

"Maybe next year," laughed dad.

Reflection

Do you have any special times that are celebrated by your family?

Do you know what the celebration remembers?

Shavuot celebrates the commandments being given to Moses and the Jewish people.

Do you think it is a good idea to celebrate 'rules'?

How do rules keep us safe?

In the story, Jamie didn't like cheese, are there any foods you don't like?



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

Feeling Focus – Variations of Disgust



Subsidiary Focus – Festival of Shavuot

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

33.1 I See, I Hear

- Whilst presenting the assembly 'Shavuot' or the story 'Jamie and the Cheesecake' emphasise the feelings happy, surprise, disgust and love. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week

33.2a I See, I Hear

- Recount the story 'Jamie and the Cheesecake'.
- Did Jamie like cheese? Do you think Jamie liked the cheesecake?
- There are lots of words that we can use to describe disgust. Explain that there are different ways people show their disgust **(see 'Variations of Disgust – Big and Small')**.
- Children copy you acting disgust growing from a small dislike look on your face to your whole body being completely repulsed. Shrink back to a small dislike look on your face.
- Do you think Jamie found the cheesecake horrible even though he ate it?

33.2b I See, I Hear

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

33.3a I Feel

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

33.3b I Feel

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

33.4a I Understand

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

33.4b I Understand

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

33.5 I Can

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



34. Ruth



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

Last week we learned about the Jewish festival of Shavuot. Can anyone tell me why Shavuot is important? The festival of Shavuot is a celebration of God giving the Torah to Moses a very long time ago. Can anyone remind us why the Torah is important to Jews and Christians? The Torah contains a history of how the world began, the history of the beginning of the Jewish religion lots of rule including the Ten Commandments.

Last week we learnt about how Jess and Jamie celebrated Shavuot. I need some volunteers to act out how Jess and Jamie's family celebrated Shavuot. The rest of us will try to guess what you are acting out. **(Prompts are included below if needed)**

- Cleaning the house in preparation for the festival
- Lighting candles to begin and end the festival
- Going to the synagogue
- Public reading of the book of Ruth
- Eating sweet dairy foods like cheesecake

During the festival some Jewish families will read the story of Ruth. The story of Ruth can be found in another Jewish special book called the Tanakh. It tells the story about a young woman called Ruth. Ruth is the great grandma of a famous Israelite King, King David. At the beginning of the story of Ruth, Ruth, moved to Israel and began to follow the rules in the Torah. She moved during the time of Shavuot. There is also a legend that Kind David died during Shavuot. Both are possible reasons why the book of Ruth is read during the festival.

To finish today's assembly, we are going to hear the story of Ruth.

Naomi and Elimelech lived in a town called Bethlehem. They and their two boys, Mahon and Kilion, lived happily in Bethlehem. They worked hard to grow their own food and enjoyed living with the other people in Bethlehem. But the happiness didn't last. The rain stopped falling and the food stopped growing. Naomi and her family were very sad and very hungry. Naomi and Elimelech packed everything they owned and walked a long, long way to a new place called Moab, hoping things would get better.

Moab was different from Bethlehem. Naomi and Elimelech had to learn new words and meet new people. Sometimes she missed her old home and her friends, but they settled down making their home in Moab. They had only lived in Moab a short time when Naomi's husband got very sick and died. Naomi was very sad. Mahon and Kilion looked after Naomi.

Both of Naomi's boys grew up and married lovely, kind ladies from Moab. Their names were Orpah and Ruth. Naomi was happy to have Orpah and Ruth in her family, and they helped each other every day. They cooked together, told stories and laughed together. But one day, something even sadder happened. Both of Naomi's sons got sick and died. Naomi, Orpah, and Ruth all cried together.

Naomi heard that the food had begun growing back in Bethlehem. Naomi was scared, who would look after her? She decided to go back home. Naomi hugged Orpah and Ruth and said, "You are both still young. I want you to stay here with your families and be happy. I am going home." Orpah kissed Naomi and, with tears in her eyes, said goodbye. But Ruth held Naomi's hand tightly and said, "I don't want to leave you. Where you go, I will go. Your home will be my home, and your family will be my family too." Naomi felt warm inside because she knew Ruth loved her very much.

So Naomi and Ruth walked all the way to Bethlehem together. When they finally arrived, Naomi's old friends saw her and were so surprised! Naomi smiled and introduced Ruth, her new family. Bethlehem was busy with people picking wheat and celebrating the special festival of Shavuot.

Ruth wanted to help Naomi, so she went to the fields to pick leftover bits of wheat. She worked hard and met a kind man named Boaz who helped her and made sure she and Naomi had enough food. Ruth and Boaz married each other. Naomi was happy, Ruth and Boaz would look after her. Naomi knew that everything was going to be alright.

Can you think of reasons why the story of Ruth is read at Shavuot? At the beginning of the story of Ruth, Ruth, moved to Israel and began to follow the rules in the Torah. She moved during the time of Shavuot. Ruth is the great grandma of a famous Israelite King, King David. There is also a legend that Kind David was born and died during Shavuot. Both are possible reasons why the book of Ruth is read during the festival.

Reflection

How do you think Naomi felt when she had to leave her home in Bethlehem and move to Moab?

Why do you think Ruth chose to stay with Naomi instead of returning to her own family?

What does the story of Ruth teach us about kindness and looking after each other?

Can you remember a time when you helped someone or someone helped you? How did it make you feel?

How might you show care or friendship to someone in your own life, like Ruth did for Naomi?



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Activities: Approx. 3-7 years

Focus – Feelings Pit Stop

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

34.1 I See, I Hear

- Whilst presenting the assembly 'Ruth' emphasise the feelings happy, sad, fear, surprise and love. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

34.2-5

Many schools undertake one-page profiles for their learners. There are a range of examples, formats, templates and ways schools go about producing these. Some school provide them for all their learners and other school may just focus on the children that require more support. They may involve questions like what makes me happy or what makes me sad. They may identify a child's interests and hobbies. They may even include the trigger points that annoy or disgust a child and interventions that support children when they feel overwhelmed.

- Show the eight **'Body Language Images'**. Describe the body language **(see 'Body Language Descriptions')**. Children copy and practise showing the feelings with their bodies.
- Stick the eight **'Body Language Images'** around the room. Randomly choose a feeling, pupils walk to the appropriate card, copying the facial expressions, body language and voices. (This could be turned into a game, last person to show the feeling on their face or in their body sits down until the next go. After one go they can stand up and join in etc…)

Using the example below, you may want to repeat for a range of feelings: Happy, Sad, Anger, Fear, Disgust, Surprise, Shame and Love over the rest of the week. Use the story to provide examples of each emotion. Can children give examples of the emotions felt by characters in the story.

Happy – Naomi lived happily with her husband and children. Naomi was happy her boys both got married. Naomi was happy that Ruth stayed with her. Naomi was happy that Ruth and Boaz got married.

Sad – Naomi was sad to leave Bethlehem. Naomi was sad when her husband and boys died. Naomi was sad to leave Orpah.

Angry – Naomi could have been angry when the rain stopped falling. She could have been angry that her husband and boys died.

Fear – Naomi was scared that her family didn't have enough food to eat. Naomi was scared that no one was going to look after her when her husband and boys died. Naomi and Ruth were scared to walk the long journey from Moab to Bethlehem.

Disgust – The boys may have found some of the new food in Moab disgusting.

Surprise – Naomi was surprised the rain stopped falling. Naomi was surprised that Ruth wanted to go back to Bethlehem with her.

Shame – Naomi may have felt shame walking back to Bethlehem wondering if her friends and family would welcome her back or not.

Love – Naomi loved her husband and boys because she would travel such a long way to make sure they had food. Ruth loved Naomi so much so that Ruth left her family to travel to Bethlehem with Naomi.

What makes me happy?

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

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

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

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



35. World Refugee Week - Jess, Jamie and Refugee Week



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

If you have refugee children in your school, please read through and consider the appropriateness of this assembly. For many, it may bring welcome attention, helping other children understand their situation. For others, it may bring back unwanted memories. Please use your discretion.

Good morning everyone! This week is a special week, it is called World Refugee Week. A refugee is someone who has had to leave their country because it's no longer safe to live there. World Refugee Week is a time when we think about people who have to leave their homes because of war, floods or other reasons. Sometimes, families must leave their houses, favourite toys, and even their schools because it's not safe for them to stay where they are.

Some people can become refugees because of problems in their country, like war, or because there is a natural disaster or maybe because there is not enough food. Refugees may need to travel a long way, sometimes walking for days, to find somewhere new that is safe.

When refugees arrive in a new country, everything will probably feel different. There may be a new language to learn, new foods or new schools. If you had to leave your house in a hurry, you will probably have left a lot of your belongings behind. It can feel lonely and strange at first, but there are many people who want to help.

There are lots of things that we can do to help refugees. The first is to be welcoming and kind. The second is to help with the thing refugees might need like food or toys.

Jess, Jamie and Refugee Week

It was World Refugee Week and Jess and Jamie had been learning all about refugees at school. They learned that a refugee was someone who had to leave their home or country because it was not safe to stay. There were lots of reasons why people might become a refugee, like war, a lack of food or a natural disaster like a flood.

Lina was a refugee that had recently started Jess and Jamie's school. She was from Gaza. Jess thought that Lina was very brave, because she was able to tell some of her class about the war in Gaza and why she had to leave her home. Jamie had used a map of the world to find some countries that refugees might come from. Lina showed him where Gaza was. She pointed to the city that

she had come from, she said that she missed her friends.

Mr Stephens said that when lots of refugees leave their homes, they have to decide what objects to take with them. It is often a difficult decision because they can't carry very much, maybe just a backpack. He showed them some photos of items that some refugees took with them. Mr Stephens asked the class to draw the 5 items that they would want to take with them and write why they chose those items. He told the class that it was unlikely that they would ever have to do this for real.

Mr Stephens then told them about some famous people in history that had to leave the country or town they lived in. There is a Jewish story of a man called Jacob and eleven of his sons leaving the country of Canaan, in modern day Israel, because there had been no rain for a long time so went in search of food and became refugees in Egypt. In the Christmas story, the Bible describes Jesus' dad, Joseph, taking Mary and young Jesus to Egypt to seek safety because the king of Israel, Herod, wanted to kill Jesus. The founder of Islam, Muhammad, had to run away from the city of Makkah where he was born. People didn't agree with his beliefs so he went to live in the city of Medina. This event is an important event in the history of Islam and is given the name 'Hijra'.

Jess asked if they could write some letters to refugees like Lina and send them some treats to make them feel more welcome when they come to the UK. Mr Stephens thought it was a great idea. Lina said that she could ask the people who helped her come to the UK if they could hand out the letters and gifts to other refugees like her.

That evening Jess and Jamie told their mum and dad about what they had learned at school. Dad said that his great grandad had been a refugee from Poland that came to the UK many years ago. He had to leave Poland because of a big war. He met my great grandma and after the war he stayed. Jamie paused. "If he wasn't allowed to stay in this country as a refugee, we might not even be here." The room went very quiet as they all thought about what Jamie had said.

Reflection

Why did Lina start Jess and Jamie's school?

What did Jess ask Mr Stephens to help refugees feel more welcome?

Why do you think the room went quiet when Jamie said that they might not be here if his Dad's great grandad hadn't been allowed to come to the UK as a refugee?

What could we do to help make refugee week important?



Activities: Approx. 3-7 years

Focus – World Refugee Week
Subsidiary Focus – Timeout Strategies

Preparation

- 1 minute countdown timer (e.g. sand timer).

35.1 I See, I Hear

- Whilst presenting the assembly 'World Refugee Week' or the story 'Jess, Jamie and Refugee Week'. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what the feelings expressed in the assembly may look like and how they may sound.

35.2-5 I Feel and I Can

- The active reflections this week will allow children to practise being silent by taking a time out. Each day you may want to focus on a different 'how to' from the list, or you could project the list and allow the pupils to choose. For younger children act them out for 30 seconds then ask the children to talk about what they just did. It is understood that this will be difficult for some children, but it is a skill that we all will benefit from. You may want to use a peaceful scene to focus on.
    - A timeout can help us to be quiet. Use a 1-minute countdown timer or sand timer. Can we all be quiet for 1 minute? What did you hear in that 1 minute? Did you still have lots of thoughts in your head whilst we were quiet? *Ask another adult to tell you what they were thinking about in the minutes silence.*
    - A time out can help us feel calm. Can you sit quietly and take 5 deep breaths – breathe in for 3 seconds then breathe out for 3 seconds (repeat 5 times). What were you thinking about during the 5 deep breaths? I was thinking about my breathing, all the other things I was thinking about had to stop whilst I was thinking about my breathing.
    - Sit really quietly and try and listen for your heart beating (possibly demonstrate what it might sound like e,g, YouTube with the sound only).
    - Use your forefinger on one hand and touch the middle of your other hand. Think about how it feels. Can you describe it to someone else.
    - Imagine you're sitting next to a stream of water, what can you hear and what can you see? Play a video of a flowing stream and describe what the sound of the running water sounds like to someone else.
    - Close your eyes and think about somewhere peaceful and calm. Describe what you are thinking to someone else.
    - Use the Makaton or British Sign Language (BSL) signs for peace and quiet. Does the sign for peace help you to think about being quiet?
    - Use the Makaton or British Sign Language (BSL) signs for calm. Does the sign for calm help us to imagine how it feels inside when we are calm?

35 I Understand (Extra)

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



36. Positive Change - Father Abraham



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

This week, we are going to think about change. We are coming to the end of a year at school, it will soon be the summer holidays. When you come back in September, you will have changed classes. Changing class is one change, but we go through lots of changes. Sometimes changes are small, and sometimes they are big. Can you think of some changes? You might start school. You might move to a new class. You might get taller. You might lose a tooth. You might move house. You might make a new friend. Changes happen to all of us.

Sometimes change can feel exciting. Sometimes change can feel a little scary. Sometimes it can feel both exciting and scary at the same time. That is okay. When something changes, we may need time to get used to it. We can ask questions. We can talk to grown-ups. We can remember that many changes help us grow.

This week we are going to hear about a man called Abraham. Abraham lived a very long time ago. He had a wife called Sarah, and they also cared for their nephew called Lot. Abraham and his family had to go through lots of changes. They had to leave places they knew and travel to new places. As we hear his story, we can think about how he kept going, even when life was changing.

Abraham is important to many people. Stories about Abraham can be found is the Jewish, Christian and Muslim special books. People all around the world think Abraham is important and retell the stories about him. Muslims often call him Ibrahim. Many Jews think Abraham is important because he is like the father of the Jewish people. Christians think Abraham is important because Jesus was in Abraham's family.

Let's imagine Abraham telling us his story.

Father Abraham

Hello! My name is Abraham. But when I was younger, I was called Abram. My wife was called Sarai before she was called Sarah. We lived a long, long way away in a place called Ur. We had family there, and it was our home.

One day, my father decided that our family would move to a new place called Harran. That was a big change. We had to pack up our things and go on a long journey. We travelled with our animals and all the things we owned. It took a long time, but at last we got

there. After a while, Harran began to feel like home.

When I was in Haran, God spoke to me and told me to go to a new land that God would show me. God promised to be with me and to bless me. This was another big change. I could have said, 'No, I want to stay here.' But I chose to trust God, although I was a bit nervous.

So Sarah, Lot, and I got ready to travel again. We packed our things. We took our animals. It was sad to say goodbye to my family. Then we set off on another long journey to a place called Canaan. We did not know exactly what it would be like when we got there, but we went.

We had to stop and stay in different places along the way. At one place, God showed me that this was the land he had promised. We kept travelling and looking for a place to live. Just when we thought we could settle and stay in the same place things changed again. There was not enough food in the land. This is called a famine. So we had to move again, this time to Egypt, where there was food. We stayed there for a while. Later, when the hard time was over, we went back to Canaan. That meant another journey, and another change. Finally, we were able to settle in Canaan.

Abraham's life changed again and again. He moved to a new place with his family. Then he moved because God asked him to. Then he moved because there was not enough food. Abraham did not always know exactly what would happen next, but he kept going.

We have changes in our lives too. You might move into a new class. You might meet a new teacher. You might learn new things that feel tricky at first. You might feel nervous on the first day. That does not mean something is wrong. It just means you are growing.

Think about changing classes at school. If you stayed in the same class forever, you wouldn't get to learn the new things that you could learn in the new class. As you grow, you will become ready to learn new things and take on new challenges. A new class can feel different, but it is also a good thing. It means you are learning, growing, and moving forward. Abraham's story reminds us that change is part of life. Some changes are hard. Some changes are good. Some are both. But when change comes, we can be brave. We can ask for help. We can keep going one step at a time. And we can stay positive, because, like Abraham. change can lead us to new and exciting places.

Reflection

How do you think Abraham felt with every time he had to move onto somewhere else to live?

What changes have you had to go through?

How did they make you feel?

What can you do if you are nervous of change – like changing classes?



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

Feeling Focus – Variations of Fear



Subsidiary Focus – Change

Optional resources to support this week's theme:

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

** Included in the Teacher's Guide.*

36.1 I See, I Hear

- Whilst presenting the assembly 'Positive Change' or the story 'Father Abraham' emphasise the feelings sad and fear. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

36.2a I See, I Hear

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

36.2b I See, I Hear

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

36.3a I Feel

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

36.3b I Feel

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

36.4a I Understand

- Recount the story 'Father Abraham'.
- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- People are scared of differing things. Very often we can be scared of things that we don't need to be scared of. Can you find someone in the class who isn't scared of spiders? Can you find someone in the class who is terrified of spiders? Can you find people who are in the middle.
- Discuss how the children are feeling about moving classes next year or having new children starting their class if in mixed ages classes.
- Children act out fear growing and shrinking with or to a partner.

36.4b I Understand

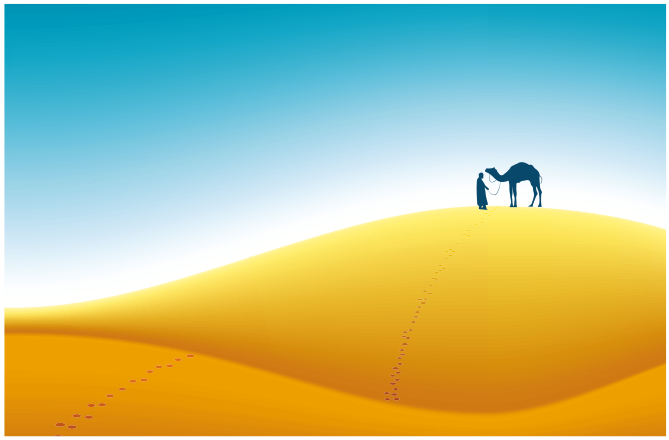
- Recount the story 'Father Abraham'.
- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- People are scared of differing things. Very often we can be scared of things that we don't need to be scared of. Can you find someone in the class who isn't scared of spiders? Can you find someone in the class who is terrified of spiders? Can you find people who are in the middle.
- Can the children think of times that they have felt concern, doubt, worry, frightened, anxiety and terror **(see 'Variations of Fear')**.
- Discuss how the children are feeling about moving classes next year or having new children starting their class if in mixed ages classes.
- Children act out fear growing and shrinking with or to a partner.

36.5 I Can

- Act out fear growing from a slight doubt on your face to your whole body being completely terrified. Shrink back to a slight doubt.
- Discuss how the children are feeling about moving classes next year or having new children starting their class if in mixed ages classes.
- Use a puppet to explain that when they are nervous, they struggle to think about anything else. Being nervous is a natural feeling and like Abraham, change can make you feel nervous. What advice can the children give the puppet to help them shrink from big fear to small fear. What can they do if being nervous becomes a much bigger feeling?
- Some calming (distracting) strategies:
  - Count to 10.
  - Tell somebody why you are scared. After you have been scared and you feel calm again, it is good to tell someone why you felt scared in the first place.
  - Think about something calm.
  - Try and listen to your heart beating; if you stay still can you make it go slower?
  - Listen, what can you hear around you? Birds, cars, people talking outside.
  - Take your self away from the things that are making you outraged.
  - Imagine being frozen like a statue and warming up so that you have control over your body again.
- Include other calming or distraction techniques that you or the children already know.



37. Eliezer and Rebekah - Watering the Camels



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

Preparation

Have an empty two litre bottle and 3 gallon (14 litre) bucket (normally plastic bucket) ready.

Can anyone remember the characters we heard from last week in our assembly and thoughts for the day? Abraham, Sarah and Lot. We thought about the changes that Abraham had to go through as he moved from place to place. Today we are going to hear from someone who helped Abraham. But before we do that, I need a volunteer, someone who thinks they are a very kind person. **Ask someone to come to the front and give them the empty two litre bottle.** I need you, while I tell the story, to fetch me some water. Is that okay? Before you say yes, you may need to know how much I need. Can you fetch me 1400 litres of water? Does anyone know how many times **Name** will need to fill up this bottle with water? 700 times. Is that okay? I wouldn't really ask you to fill up the bottle that many times, firstly I haven't got a need for that much water right now and secondly, where would you put it. This morning we are going to hear from someone who did need that amount of water.

Watering the Camels

Eliezer worked for Abraham. Eliezer helped Abraham as he moved from place to place. He helped Abraham and Sarah as they moved from Haran to Canaan, Canaan to Egypt and Egypt back to Canaan. Abraham and Sarah had a son. They called him Isaac. Eliezer saw Isaac grow up. When Isaac had become old enough to marry, Abraham asked Eliezer if he would go back to the Haran to find Isaac a wife.

Eliezer set out to take the long journey back to Haran. Eliezer took with him ten camels loaded with all kinds of good things. It took him three weeks before he arrived at a town called Nahor. He made the camels kneel down near a well just outside of the town. It was nearly evening and some of the women of the town came to get water from the well. Eliezer prayed, "Lord, God of my master Abraham, please help me today and show kindness to Abraham. I am standing next to this well, and the daughters of the townspeople are coming out to draw water. When I say to a young woman, 'Please may I have a drink,' if she says, 'Yes and I'll water your camels too' – let her be the one you have chosen to be Isaac's wife."

Before He had finished praying, a young woman named Rebekah came to the well to collect water. Eliezer asked Rebekah if she would let him have some water. Rebekah gave Eliezer some of the water to drink. She then asked if she could get the camels some water.

Eliezer's prayer had been answered. He told Rebekah and her family all about Isaac and Abraham. He also told them about the prayer he had prayed beside the well. Rebekah agreed to leave her family and marry Isaac.

What an interesting story. Eliezer travelled a long way to find a wife for Isaac. In his prayer at the well, Eliezer asked God to show him a young woman that would let him have a drink and then offer to give water to his camels. Has anyone seen a camel in real life? Teachers', have any of you given a camel a drink before? Does anyone know how much a thirsty camel can drink? **Show the plastic bucket.** One camel can drink as much as 30 gallons of water. That's about 10 buckets full of water. Eliezer had 10 camels. Rebekah would have needed to fill up 100 buckets of water. Rebekah was a very kind person. She offered to get enough water for Eliezer's ten camels. Eliezer asked her for a drink, but he didn't ask her to provide water for his camels. Rebekah's actions demonstrated that she was a very kind person, an ideal partner for Isaac.

Sometimes people say, "go the extra mile." That means being extra kind. Rebekah was very kind. She gave Eliezer a drink, and then she gave water to his camels too. That was more than he expected. Some people find it easy to be kind, and some people need more practice. When big things change in our lives, being kind can feel hard. That is why it is extra special when someone is kind to us. You could say, Rebekah went the extra bucket!

Reflection

How was Rebekah kind?

How do you feel when someone is kind to you?

What kind thing could you do for someone today?

Why is it special when someone helps without being asked?



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

Focus – Kindness

Preparation:

You'll need an empty 2 litre bottle and a 3 gallon/14 litre bucket.

Optional resources to support this week's theme:

- Printed **Body Language Images*** for happy and sad.

37.1 I See, I Hear

- Whilst presenting the assembly 'Eliezer and Rebekah' or the story 'Watering the Camels' emphasise the feelings 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.
- Look out for examples of the following and make a note of the child and what they did. Have an award ceremony to celebrate acts of kindness at the end of the week. By doing this and explaining what each child did, children will see examples of kindness in action. You may want to give out the same award to more than 1 child to ensure that everyone gets an award. Or, explain the categories at the beginning of the week and ask children to nominate others they think should win the award.
  1. Kindest comment
  2. Kindest action
  3. Kindest smile
  4. Kindest helper
  5. Kindest sharer
  6. Kindest listener
  7. Kindest friend
  8. Kindest welcomer
  9. Kindest manners
  10. Kindest team player
  11. Kindest encourager
  12. Kindest caring heart
  13. Kindest playground buddy



37.2a I Understand

- Recount the story 'Watering the Camels'.
- Act out different parts of the story.
    - Abraham walking from place to place to place (walk around the classroom stopping and starting again).
    - Abraham settling in one place (everyone sitting down).
    - Eliezer walking back from place to place (walk around the classroom).
    - Pretend to be a camel, show a video of a camel.
    - Rebekah collecting water from a well, show a video of collecting water from a well.
    - Rebekah watering the camels.
- Eliezer was kind to walk back to the place Abraham had started from.
- Rebekah was kind because she worked hard to make sure that Eliezer's camels had enough to drink.
- How do you feel when someone is kind to you?
- What kind thing could you do for someone today?
- Why is it special when someone helps without being asked?

36.2b I Understand

- Recount the story 'Watering the Camels'.
- Act out different parts of the story.
    - Abraham walking from place to place to place (walk around the classroom stopping and starting again).
    - Abraham settling in one place (everyone sitting down).
    - Eliezer walking back from place to place (walk around the classroom).
    - Pretend to be a camel, show a video of a camel.
    - Rebekah collecting water from a well, show a video of collecting water from a well.
    - Rebekah watering the camels.
- How did Eliezer show kindness to Abraham?
- How did Rebekah show kindness to Eliezer? She worked hard to make sure that Eliezer's camels had enough to drink.
- How do you feel when someone is kind to you?
- What kind thing could you do for someone today?
- Why is it special when someone helps without being asked?

37.3 I Feel

- Recount the story 'Watering the Camels'.
- Ask a child to act out a part of the story for others to guess.
- Display the printed **Body Language Images*** for happy and sad at either end of the room. Ask the children to go to the feeling that you think Eliezer felt when Rebekah showed him kindness.
- How do you think he felt inside?
- How does it make you feel when people are kind to you.
- How would you feel if – go to the feeling
    - Someone shared their crayons with you.
    - Someone grabbed lots of toys and would not let anyone else use them.
    - Someone helped you pick up some books that you dropped.
    - Someone laughed when you made a mistake.
    - Someone pushed in front of you in the dinner queue.
    - Someone said to you, "You can play with us," when you were feeling lonely.
- How can you be kind to someone today?



37.4 How Camel Got His Hump

Early Monday morning, Horse came to visit Camel. Saddled and with a bit in his mouth, Horse said, "Camel, come and trot like the rest of us."
"Humph!" was Camel's reply.
On Tuesday morning, Dog visited Camel, and with a stick in his mouth Dog said, "Camel, come and fetch and carry like the rest of us."
"Humph!" was Camel's reply.
Ox visited on Wednesday morning with a yoke about his neck. Ox said, "Camel, come and plough like the rest of us."
"Humph!" was Camel's reply.
Horse, Dog and Ox told the Man all that had happened. The Man was sorry, but the world was new and there were lots to do. Man told Horse, Dog and Ox that if Camel refused to work, then Horse, Dog and Ox would need to work harder.
Horse, Dog and Ox were furious. Camel walked up to them, laughed, said "Humph!" and then walked away. This only made Horse, Dog and Ox worse and they couldn't do anything but complain about Camel.
There was a Djinn (a little less than an angel) who was in charge of all the deserts, he rolled in on a cloud of sand and stopped when he heard their disdain.
"Djinn of all Deserts," began the horse, "The world is new and there is lots to do. Dog, Ox and I have worked hard, but Camel, who lives in your desert, with a long neck and long legs, hasn't done anything since Monday morning. Is that fair?"
"It is certainly not." said the Djinn.
"Camel won't trot." said Horse. "He just says 'Humph!'"
"Camel won't fetch and carry." said Dog. "He just says 'Humph!'"
"Camel won't plough." Said Ox. "He just says 'Humph!'"
"I have heard all you have said," mused the Djinn.
The Djinn rolled across the desert and found Camel admiring himself in the watery reflection of an oasis. "The world is new and there is lots to do." the Djinn began.
"Humph!" came Camel's response.
"Horse, Dog and Ox are working hard." the Djinn continued.
Camel replied with a "Humph!"
"I hear that you are not pulling your weight! The world is new and there is lots to do." said the Djinn.
"Humph!" said Camel.
Camel's friends have asked Camel to help and now Djinn has asked him to help, but Camel still refuses. Camel continued to admire his own reflection. 'What's to be done?' the Djinn reflected. "The world is new and there is lots to do. In three days, since the work began you have done nothing." After a pause Djinn continued, "I want you to work!"
"Humph!" said Camel
"If you wish," said the Djinn.
In the reflection of the water, Camel saw his very own humph, growing and growing on his back. "That's your very own humph!" said the Djinn. "The world is new and there is lots to do and you haven't worked since Monday when the work began. You will now work!".
This time the Camel did not reply with his usual 'Humph!' "If I could work before I certainly cannot now. How can I work with this heavy humph on my back?"
"You missed three days of work." said the Djinn. "The humph will allow you to work for three days more without a break for food. Am I not kind? The world is new and there is lots to do. Go and help Horse, Dog and Ox."
Camel and his humph joined the Horse, Dog and Ox. Today we call Camel's humph, hump, not to hurt Camel's feelings.

- How do you think Horse, Dog and Ox felt when Camel refused to help?
- How do you think they felt when the man said that they needed to work harder?
- What is the opposite of kindness?
- How does selfishness and laziness affect others?

Adapted from Rudyard Kipling's "How the Camel Got His Hump" Story and poem is in the public domain. Original copyright JUST SO STORIES ©1912 Rudyard Kipling. How the Camel Got His Hump. © 1897 The Century Company.



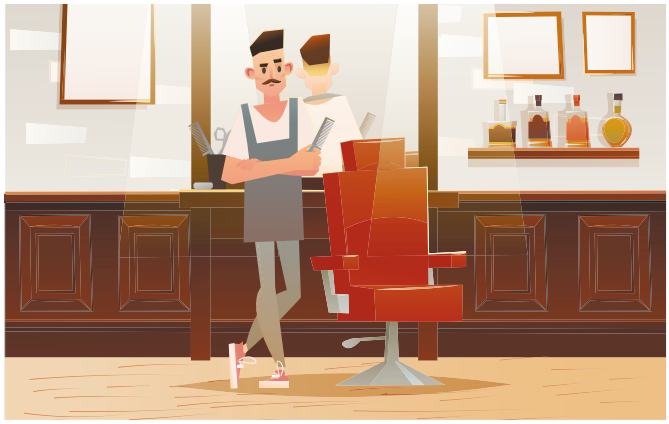
37.5 I Can

Celebrate Kindness

- (See Day 37.1) Having found examples of the following have the award ceremony. By doing this and explaining what each child did, children see examples of kindness in action. You may want to give out the same award to more than 1 child to ensure that everyone gets an award. Or, having explained the categories at the beginning of the week, ask children to nominate others they think should win the award.
  1. Kindest comment
  2. Kindest action
  3. Kindest smile
  4. Kindest helper
  5. Kindest sharer
  6. Kindest listener
  7. Kindest friend
  8. Kindest welcomer
  9. Kindest manners
  10. Kindest team player
  11. Kindest encourager
  12. Kindest caring heart
  13. Kindest playground buddy



38. Myths and Legends - King March Mab Meirchion



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

Myths, legends and folktales are old stories that people have told for a very long time. A myth is a story that tries to explain something using magic or make-believe. A legend is a story about a person or place that may be real, but we are not sure if the story is true. A folktale is a story that people like to tell again and again, such as fairy tales and fables. These types of stories are all a bit different, but they all help people enjoy a good story.

The first legend that we are going to hear comes from Wales and tells the tale of King March mab Meirchion.

King March Mab Meirchion

King March mab Meirchion was a rich and powerful king that lived in Wales. March owned lots of boats and he was one of the greatest sea traders in Britain, it made him very rich. March was a kind and generous king and his people were happy. Although his people were happy, King March was not. He had lots of money and power, but he also had a secret. King March had been born with the ears of a horse. King March was ashamed of his ears that looked like the ears of a horse. It made him sad. He was worried that other people would find out.

As a boy, March hid his secret by letting his hair grow long. As a man, March kept a crown placed firmly on his head. Nobody knew about the king's secret apart from the king's hairdresser. Eventually the king's had to get a new hairdresser. Bifan was appointed as the new hairdresser to the king. Bifan was made to swear an oath of secrecy, if Bifan told the king's secret to anyone, Bifan would be in trouble. The secret was safe and many years passed, but Bifan grew tired of his keeping the secret.

Keeping the king's secret to himself had started to make Bifan became ill. He was so ill, he stopped eating and spent his days lying in bed. His wife was so worried that she called the doctor. The doctor examined Bifan and asked Bifan lots of questions. The doctor said that Bifan was keeping hold of a secret and the secret was making him ill. The only cure was for Bifan to share the secret.

The doctor only made Bifan feel worse. He couldn't tell anyone his secret, but the secret would only make him worse. Bifan told the doctor of the problem,

he didn't tell the doctor the secret, only that he had promised not to tell anyone the secret and if he did, he would get into lots of trouble. The doctor suggested that Bifan told the secret to the earth itself.

The doctor's advice seemed like a good idea. Bifan dragged himself out of bed, he walked for a while until he found the perfect spot by a river. He couldn't see anyone, but to make sure that no one heard the king's secret Bifan found a quiet spot amongst the reeds. All alone and hidden from view, Bifan whispered his secret to the earth. He felt better straight away. Within a few days he was completely well.

It came to pass that king March called a great feast. The great hall was decorated, the finest food prepared and the best piper in all of Wales was sent for. On his way the piper collected reeds to make a new pipe. The piper stopped at the river where Bifan, the barber, had told the king's secret to the earth. The day of the feast arrived and so did the finest guests in their finest clothes. Food was served and many of the guests said that they hadn't been to a better banquet. The king asked the piper to start playing. The piper began to blow, but it wasn't the sound of music that they heard, instead the guests could hear the following words coming from the piper's pipe, "King March has the ears of a horse, the ears of a horse has King March!" The guests were surprised.

The king became ashamed and embarrassed, then the king became angry. The piper quickly told the king that he had collected reeds to create his pipe from a nearby river. The king picked up the pipe and began to play. Again, no notes could be heard just a voice saying "King March has the ears of a horse, the ears of a horse has King March!" On hearing the voice for the second time, Bifan stepped forward and told the king about the illness and the doctor and the reeds. The king had promised that Bifan would get into trouble if ever Bifan told anyone the king's secret. But the king felt relieved, the king laughed and dropped his sword. Now everyone knew the kings secret, the king didn't need to hide it anymore. King March took off his crown revealing his ears to all of his guests. No one laughed, instead they clapped and cheered their king.

Legends about kings born with horse or donkey's ears can be found all over the world. Legends along with many other stories can contain lessons that we can all learn from. What do you think we can learn from the legend of King March mab Meirchion?

Reflection

Why do you think the king felt relieved when everyone found out his secret?

Why did the secret make Bifan the barber feel unwell?

What sort of secrets can make us feel bad? (Not telling a teacher about bullying)



Activities

Focus – A good story

38.1 I See, I Hear

- Whilst presenting the assembly 'Myths and Legends' or the story 'King March mab Meirchion' emphasise the feelings happy, sad, anger, fear, surprise and shame. Over emphasise and exaggerate your facial expressions and the use of your voice to demonstrate what these feelings may look like and how they may sound. Use the Makaton or British Sign Language (BSL) signs throughout the week.

38.2

King Arthur

Long, long ago there lived a boy named Arthur. Arthur was born to the high-king and queen of Britain. At that time, it was dangerous to live in Britian, so when Arthur was only a baby, the king gave Arthur to a wizard called Merlin who looked after Arthur. Arthur grew up not knowing that his mum and dad had been the queen and king and eventually the king and queen died. Merlin had a son called Kay. Arthur and Kay were like brothers. They both wanted to be knights. They practised riding horses and sword fighting.

Kay and Arthur went to London to take part in their first tournament (where knights practised fighting) but Arthur had forgotten Kay's sword. In the middle of London there was a big stone and sticking out of it was a shining sword. Arthur thought that Kay could borrow it. He pulled the sword out of the stone and gave it to Kay. Kay spotted a sign next to the stone. It said: *"Whoever pulls this sword from the stone shall be the true king of the land."*

The people of London were waiting to see who it was that would pull the magic sword out of the stone. Arthur and Kay didn't realise that lots of people had already tried, each one wanting to be king. The people crowned Arthur as their king. Kay and Merlin helped King Arthur rule Britian.

There are lots of stories about Arthur throughout the UK.

Do you think Arthur was surprised that he was chosen to be king?

38.3

Robert the Bruce – The Spider and the Cave

Once upon a time there was a spider who lived in a cave in the highlands of Scotland. The spider loved her cave. It kept her warm and dry when it rained but it kept her cool in the summer sun. One day the spider began to make herself a web. She was only a small spider and it took her a while to climb to the top of the entrance of the cave. Before she could fix her silk thread to the rock, she lost her footing and fell to the floor. She felt sad but dusted off her 8 legs anyway and started again. For a second time she climbed to the top of the cave and began to spin her web. But oh no! She fell again, back to the bottom of the cave. She sat there for a minute feeling frustrated before setting off on the long walk to the top of the cave's entrance. Would she be able to do it a third time? No, she didn't even make it to the top before falling back down. Determined, the little spider wasn't going to be beaten. So, for the fourth time she climbed the wall of the cave. This time she was able to fix her silk to the rock and began to weave her web. The spider loved weaving her web and it wasn't long before she was resting in the middle of her beautiful creation near the entrance to her cave. She was very, very happy with herself.

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

What can you learn from the stories that you hear at school?

Have any stories helped or inspired you?

38.4

Cormoran and St Michael's Mount

The story that we are going to think about today involves the history of a place in Cornwall. St Michael's Mount (show a picture) is a small Island that is a few hundred meters off the shore, near the town of Marazion, which is one of Cornwall's oldest towns. You can only get to St Michael's Mount at certain parts of the day during low tide.

But how was the Island made? Legend says that the Island was built by a giant called Cormoran. Cormoran carried blocks of white granite rock across the sea from the mainland helped by his wife Cormelian. The island used to be called 'The White Rock in the Wood.' Cormoran only wanted white rocks to build their new home.

Cormelian carried white rocks in her apron. One day, Cormoran fell asleep, he was tired from all the hard work. Whilst Cormoran slept, Cormelian continued to build the island. The white rock was quite far away and collecting the white granite rock took a long time. Cormelian decided to collect green stones as they were closer. Cormoran awoke and saw that Cormelian was bringing different coloured rock to the island. While she was only half way between the mainland and the island, Cormoran shouted stop at Cormelian. Surprised, Cormelian dropped a rock into the sea. Some say that Chapel Rock, the large rock between St Michael's Mount and the town of Marazion is the rock that Cormelian dropped that day.

What does the story of Cormoran the giant try to explain?

Do you know any similar stories?

Stories about how certain places were formed?

Stories about giants?

Are there legends about where you live?

38.5

Cormoran and Jack

Can you remember Cormoran the giant in yesterday's story. There are many more stories that involve Cormoran the giant.

In this tale, Cormoran is very tall and very round in the middle. He had six toes on each foot and five fingers and a thumb on each hand. Cormoran lived in a cave on St Michael's Mount and would walk across to the main land during the low tide to steal sheep and cattle taking them back to his cave. Cormoran wouldn't just steal food, he would take any treasures he found along the way storing them on the island.

The people of Penzance called a meeting to find a way to stop Cormoran. It was decided that anyone who could rid Cornwall of the giant would receive Cormoran's treasure as a reward. A local farmer's boy called Jack stepped forward confident he could get rid of the giant. Jack was a good swimmer and one evening he collected together a shovel and a horn and swam across to the island. On a path to Cormoran's cave, Jack began to dig. He continued digging throughout the night and by dawn he had created a hole deep enough to trap the giant. As the sun began to rise, Jack blew his horn. Cormoran appeared from his cave and saw Jack. Cormoran was very angry and began to chase Jack down the path. Jack jumped over his freshly dug pit. But Cormoran didn't see it and fell in. With the giant stuck in the pit, he never bothered the people of Penzance again.

Jack collected the treasure and was welcomed back to Penzance as a hero.

Do you know of any other stories involving Jack and a giant?

How do myths, legends and folktales continue to live on?

Why do you think we like a good story?

39. Memories (Leavers/Transition Service)



Preparation

Before this assembly:

Photos:

- Place digital photographs of pupils in one folder, open the folder, and double click on the first picture. To start a slide show double click on 'play' (the 'triangle' icon). It is important for pupils' self-esteem that photos of all pupils are included (follow the guidelines from your safeguarding policy, for example, some photos may be used within school, but not shared externally e.g. on websites etc.)

Prepare the following for children that are at the end of Key Stage 1, Infant School, P4 etc to read out at various points during the assembly:

Memories: (you may have photos to accompany particular memories such as trips and residential visits, arrange these in the correct order)

- Some pupils to write down what they can remember from their first day at school.
- Some pupils to write down a lasting memory of their time at school.
- Some pupils to write down a funny story (in no more than five sentences) that they remember from their time at school.
- Some pupils to write down a lasting memory about a staff member.

Advice:

- Some pupils to write down a piece of advice for others in your school, based on their experience.

School motto:

- Some pupils to write down how the values in the school motto will help them in the future.

Looking ahead:

- Some pupils to write down what they are looking forward to in the next school year.

Whilst pupils and parents are entering, show the digital slideshow.

Welcome to our end of **(Key Stage 1, Infant School, P4 etc…)** leavers assembly. This is a day to celebrate the achievements of our children and to remember their time at **(School name)**. Often, at times like this we say, "hasn't time flown?" I'm sure some of your parents will be thinking, "It only seems like yesterday that I was bringing you to the reception class" and now look at you, ready to move onto **(Junior school, Key Stage 2, P5 etc…)**. We all have memories of our time at school. Today some of the children are going to tell you about some of their memories of their time at **(school name)**.

First let's go back to the first day of school. I have asked some children to write down what they can remember from their first day at **(school name)**. I wonder if it is the same as the memories your parents have of your first day at school.

- Some pupils to read their memories from their first day at school (show the appropriate photos).

School, especially thinking about primary school, will leave a lasting impression on all of us. Some of the children will now share some of the memories that they will be taking away with them.

- Some pupils to read their lasting memory of their time at school (show the appropriate photos).

I'm sure that whilst at school, there were certain events that bring a smile to your face. **Share a funny story that happened during your time at school.** Some of the children are going to share some of the funny stories that I'm sure that they will pass onto their children, or at least share in a school hall when they are head teachers.

- Some pupils to read their funny stories from their time at school.

It's now time to make our staff cry, in a nice way. I've asked some children to write down some of what will be their lasting memories of the staff at **(school name)**.

- Some pupils to read their lasting memories about a range of staff members

A lasting memory is something that makes a lasting impression on us. The theme so far of this assembly is certainly the memories that we make, but the memories and experiences of school can help us to advise others to make the most of their time at school. Some of the children are now going to produce some pearls of wisdom that they have gained from their time at **(school name)**.

- Some pupils read a piece of advice for others in the school, based on their experience.

If the school has a motto…

Here at **(school name)**, our motto is… **(school motto)**. Throughout a child's time here we believe that what happens here, their experiences and what they learn, will leave a lasting impression and help them prepare for the future. I have asked some children to think about how the school motto has helped them prepare for their future.

- Some pupils to read out how the values in the school motto will help them in the future.

And now we come to thinking about moving on to the next stage of your learning. During your time at **(school name)**, the staff and I have seen you all grow and grow as you have prepared for the next phase. Some of you have written down what you are most looking forward to as you move on to (e.g. Key Stage 2, Junior School, P5 etc…)

Looking ahead:

- Some pupils to read out what they are looking forward to about Key Stage 2, Junior school, P4 etc…

As we bring this assembly to a close, I think it is an appropriate place to give a little advice to the children as they move up. The advice is also important for those of us that will be returning here to **(school name)** in September. The advice is simple. If I were to give you a list of ten do's and don'ts then I'm sure you'll forget most of them, so I've reduced it to one phrase that is easy to



remember. The advice is this, 'make good memories'. One day as we all look back on our time at school we will think about the bad as well as the good. Make the decision today to make good memories. Take advantage of the opportunities that are on offer. Take part in the clubs, go on the trips, ask visitors difficult questions. Try and make the most of every opportunity and you never know where it might lead but know that you are making memories for the future. For the rest of us, 'make good memories' is a piece of advice that reminds us to make the most of whatever we are doing, wherever we are. Make the most of your school, your job, your family and your friends and I'm sure that as you try to make good memories, you will be making the most of now.

Reflection

We are grateful for the time we have had as a community this year.

We are thankful for all the children and what they have brought to our school.

We hope that we would remember the good times and focus on those positive memories.

May we all make good memories as we make the most of the opportunities that we have.



Activities: Approx. 3-7 years

Preparation

- The thoughts for the week this week involve pupils writing down memories and pieces of advice as they think about the past year at school. If this set of assemblies and thoughts for the week are used each year in the last week of the summer term, pupils will create a set of memories that will build up over their life at your school. The pupils can re-read them at this time each year and take it with them at the end of their time at infant school. Possibly get the memories professionally copied and bound, then present them to the pupils with the school logo when they move up to high school. You could even use them in your school's self-evaluation as part of 'pupil voice'.

39.1

- Read the assembly 'Memories Leavers Service'.

39.2

- If you have done this previously, take time for pupils to read/explore their memories from last year.
- Yesterday we heard the piece of advice, make good memories. Record one good memory you have made this year (write, video record etc...).

39.3

- If you have done this previously, take time for pupils to read/explore their funny stories from last year.
- This week we are thinking about making good memories. Record one funny story that happened to you or a friend this year (write, video record etc...).

39.4

- If you have done this previously, take time for pupils to read what they wrote concerning the school motto last year.
- Our school motto helps us to think about the values that focus on what is important about our school. Record down how the school motto has helped you this year and how it could help you next year (write, video record etc...).

39.5

- If you have done this previously, take time for pupils to read their advice from last year and think about whether or not they have acted upon it.
- At the end of the leavers' assembly, we were given a good piece of advice. Record one piece of advice that you will give yourself for next year (write, video record etc...).



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