Simply Collective Worship

Cycle 4
(Part of a 4-year cycle)

Pals, Perseverance and Plundering Pirates



Assemblies and thoughts for the day

For 7-11 year olds

By Phil Lord

Themes

1. Pirate Treasure 6
2. Making Memories 12
3. Solar Eclipse 18
4. The North Wind And The Sun 24
5. Harvest 31
6. Get Some Well-Being 37
7. 'Good' Is A Good Word 43
8. All Hallows' Eve & Halloween 49
9. Diwali 55
10. Sacrifice Remembered 61
11. Dickins Medal 67
12. St Andrew's Day 73
13. Another Joseph's Dreams (Advent) 79
14. Hanukkah 85
15. Christmas Chaos 91
16. Happy New Year - Helen Keller 97
17. Character 103
18. Who Do You Think You Are, School? 109
19. Fruit Of Your Labour 115
20. A Good Leader Is Like Sunshine 121
21. Polite Daniel And The Lions' Den 128
22. Lent - Good Times And Bad Times 134
23. Respond Or React 140
24. Spring Festivals - Holi 146
25. International Day Of Happiness 152
26. Quarrelsome Quails (Teamwork) 158
27. Sorry! Forgive! Easter! 164
28. Vaisakhi 170
29. Be Friendly 176
30. Weights And Measures 182
31. Feelings And Emotions 188
32. What's In A Symbol? 194
33. World Environment Day 200
34. Environment Laws And Choices 206
35. Comfort Zones 212
36. Amazing You! 218
37. Be Kind In Thought, Word And Deed 226
38. Timeout 232
39. Memories (Leavers Service) 237

Copyright information



Autumn term

Copyright information

1.1	**Pirate Treasure**	**6**
1.2	Treasured Heart	8
1.3	Treasure In A Field	9
1.4	Hidden Treasures	10
1.5	Treasure Island School	11
2.1	**Making Memories**	**12**
2.2	Memories Waiting To Happen	14
2.3	Barriers To Good Memories 1	15
2.4	Barriers To Good Memories 2	16
2.5	Helpful Memories	17
3.1	**Solar Eclipse**	**18**
3.2	Eating The Sun	20
3.3	Sun Bit By Bear	21
3.4	Kala Ruhu	22
3.5	Sun And Moon Stop Fighting	23
4.1	**The North Wind And The Sun**	**24**
4.2	Gentle	27
4.3	A Gentle Answer	28
4.4	A Gentle Action	29
4.5	Stronger Than bone	30
5.1	**Harvest**	**31**
5.2	The Golden Goose	33
5.3	The Dog And His Reflection	34
5.4	The Rich Fool	35
5.5	Needs Or Wants	36
6.1	**Get Some Well-Being**	**37**
6.2	Do Some Well-Being	39
6.3/4	Well-Being Checklist	40
6.5	Community Of Well-Being	42
7.1	**'Good' Is A Good Word**	**43**
7.2	Do All The Good You Can	45
7.3	If Good Was A…	46
7.4	Good Lives On	47
7.5	The Dove And The Ant	48
8.1	**All Hallow's Eve & Halloween**	**49**
8.2	All Souls' Day	51
8.3	Dia De Los Muertos, Day Of The Dead	52
8.4	Pumpkin	53
8.5	Trick Or Treat	54
9.1	**Diwali**	**55**
9.2	Lakshmi	57
9.3	Churning The Milky Ocean	58
9.4	Sikh Diwali	59
9.5	Feast For The Senses	60
10.1	**Sacrifice Remembered**	**61**
10.2	Noel Godfrey Chavasse VC	63
10.3	Parkash Singh VC	64
10.4	A Mother's Hands	65
10.5	Everyday Bravery And Sacrifice	66
11.1	**Dickins Medal**	**67**
11.2	Chips	69
11.3	Sergeant Reckless	70
11.4	Warrior The War Horse	71
11.5	Bravery At home	72
12.1	**St Andrew's Day**	**73**
12.2	The Bones Of St Andrew	75
12.3	The Saltire	76
12.4	Thistles And Kilts	77
12.5	Haggis, Neeps And Tatties	78
13.1	**Another Joseph's Dreams (Advent)**	**79**
13.2	Important And Ignored	81
13.3	Important People	82
13.4	Making Others Feel Important	83
13.5	Important Traditions	84
14.1	**Hanukkah**	**85**
14.2	Hanukkah Menorah	87
14.3	The Dreidel Game	88
14.4	Latkes	89
14.5	Restoring Oil	90
15.1	**Christmas Chaos**	**91**
15.2	Seeing Christmas	93
15.3	Hearing Christmas	94
15.4	Smelling Christmas	95
15.5	Touching And Tasting Christmas	96

Back to themes



Spring term

Copyright information

16.1	**Happy New Year - Helen Keller**	**97**
16.2	Joy And Happiness	99
16.3	"Resolve To Keep Happy"	100
16.4	Worry Doubles, Happiness Helps	101
16.5	How To Happiness	102
17.1	**Character**	**103**
17.2	Who Wins	105
17.3	Don't Judge	106
17.4	Character Fruit	107
17.5	Good Character	108
18.1	**Who Do You Think You Are, School?**	**109**
18.2	Lifelong Learning	111
18.3	Right To Education	112
18.4	Latin Phrases	113
18.5	Just Saying	114
19.1	**Fruit Of Your Labour**	**115**
19.2	You Get Out What You Put In	117
19.3	Work Hard On Hard Work	118
19.4	Encouraging Work	119
19.5	If Work Was A…	120
20.1	**A Good Leader Is Like Sunshine**	**121**
20.2	Practise Leaders	123
20.3	Definitions Of A Leader	125
20.4	Helpful Leaders	126
20.5	Wise Leaders	127
21.1	**Polite Daniel And The Lions' Den**	**128**
21.2	King Nebuchadnezzar	130
21.3	Shadrach	131
21.4	Daniel And The Lions' Den	132
21.5	Mind Your Ps And Qs	133
22.1	**Lent - Good Times And Bad Times**	**134**
22.2	Persevere And Appreciate	136
22.3	Optimist Vs Pessimist	137
22.4	Attitude	138
22.5	Good Or Bad Attitude	139
23.1	**Respond Or React**	**140**
23.2	React - Good Or Bad?	142
23.3	Harmful Reactions	143
23.4	Think And Respond	144
23.5	Responding To Opportunity	145
24.1	**Spring Festivals - Holi**	**146**
24.2	Las Fallas	148
24.3	Spring Equinox	149
24.4	Spring Clean	150
24.5	Image Of Spring	151
25.1	**International Day Of Happiness**	**152**
25.2	Happiness Controls	154
25.3	Getting It Wrong	155
25.4	Gross National Happiness	156
25.5	Quote Happiness	157
26.1	**Quarrelsome Quails (Teamwork)**	**158**
26.2	Quarrelsome Quail Questions	160
26.3	Team Work Goals	161
26.4	Team Work Roles	162
26.5	Team Work Quarrels	163
27.1	**Sorry! Forgive! Easter!**	**164**
27.2	Tom And Jack	166
27.3	Scales	167
27.4	New Life	168
27.5	New Life, Second Chance	169

Summer term

Copyright information

28.1	**Vaisakhi**	**170**
28.2	Guru Granth Sahib	172
28.3	Celebrating Vaisakhi	173
28.4	Sikh In The UK	174
28.5	Intercultural Education	175
29.1	**Be Friendly**	**176**
29.2	Friend Types	178
29.3	Good Friend?	179
29.4	Friend Qualities	180
29.5	Friendly Questionnaire	181
30.1	**Weights And Measures**	**182**
30.2	Dishonest Scales	184
30.3	Measuring Friendship	185
30.4	Measuring Happiness	186
30.5	Measuring Others	187
31.1	**Feelings And Emotions**	**188**
31.2	Bottling It Up	190
31.3	Anger Rising	191
31.4	Think On These Things	192
31.5	Spring Clean For Your Mind	193
32.1	**What's In A Symbol?**	**194**
32.2	Sign Language	196
32.3	Coat Of Arms	197
32.4	Khanda	198
32.5	Stained Glass Windows	199
33.1	**World Environment Day**	**200**
33.2	Hindu Creation	202
33.3	North American	203
33.4	Gaia - Mother Earth	204
33.5	Reflect And Appreciate	205
34.1	**Environment Laws And Choices**	**206**
34.2	Laws And Choices	208
34.3	Knowledge Before Action	209
34.4	Assisi Declarations	210
34.5	Some Difficult Choices	211
35.1	**Comfort Zones**	**212**
35.2	My Comfort Zone	214
35.3	The Thirsty Crow	215
35.4	Motivation	216
35.5	Your Uncomfortable, My Comfortable	217
36.1	**Amazing You!**	**218**
36.2	More Than The Sum Of Our Parts	222
36.3	Prevention Or Cure!	223
36.4	A Joyful Heart Is Good Medicine	224
36.5	Wise And Foolish Choices	225
37.1	**Be Kind In Thought, Word And Deed**	**226**
37.2	Kind In Thought	228
37.3	Kind In Word	229
37.4	Kind In Deed	230
37.5	Kind In Thought, Word And Deed	231
38.1	**Timeout**	**232**
38.2	Benefits Of Timeout	234
38.3	Benefits Of Timeout	235
38.4/5	Practise Timeout	236
39.1	**Memories (Leavers Service)**	**237**
39.2	A Lasting Journey	240
39.3	A Funny Story	241
39.4	The School Motto	242
39.5	Advising The Future Me	243

Back to themes



1.1 Pirate Treasure

What do you think of when you hear the word 'treasure'? If I do an image search for 'treasure' on the internet, what images do you think would appear? How many of us thought of pirates when you heard the word treasure?

There are two meanings of the word treasure; one of them is the type that Pirates would be interested in. Can anyone tell me what the two meanings are? The meaning of the noun 'treasure' is lots of gold, silver and gems probably all collected together in a treasure chest. The meaning of the verb 'treasure' is something (or someone) that you think is very important and you look after very carefully. You might treasure a teddy that you were given by a grandparent, you might even treasure the grandparent.

Can anyone describe what you think a pirate would look like? Can anyone tell me what the life of a pirate would be like? Throughout history there are many stories about pirates, some of them are true and some are made up. This morning we are going to think about what is often called the 'Golden Age of Pirates'. Pirates have existed as long as humans have been transporting important cargo on the sea, but the golden age of pirates and the pirates that we often think of in films and with our fancy dress costumes lived around three to four hundred years ago.

During the 1600s and early 1700s thousands of pirates roamed the seas, stealing treasure from ships that carried important goods between Europe, India, the Americas and the West Indies. The life of a pirate was often short but full of adventure. Real pirates didn't have treasure maps and they probably didn't make their prisoners walk the plank but they did fight, board other people's ships and generally cause a problem to sailors and ship owners and of course they did fight for treasure.

Bartholomew Roberts or 'Black Bart' was a Welsh pirate who commanded a number of ships off the coast of West Africa and the Americas. Black Bart liked to run an orderly ship, he and his crew created their 'pirate rules' with strict punishments for those that disobeyed them. Black Bart preferred tea to the drink that is more commonly associated with pirates, rum.

The English pirate 'Blackbeard' sailed the Queen Anne's Revenge around the Caribbean and the North Atlantic Ocean. Blackbeard was famous for his long black beard that he would braid into pig tails tied with different coloured ribbons. Blackbeard would tuck lit fuses under his hat that added to his fearsome appearance.

In 1718 Blackbeard was pardoned, which meant he wasn't punished for his piracy and settled in the North American town of Bath (in North Carolina). But it wasn't long before he returned to his pirate ways. Lieutenant Maynard was sent to find and kill or capture Blackbeard. With two ships Maynard found the Queen Anne anchored off Ocracoke Island.

During fierce fighting Maynard lost around a third of his men. Maynard had hidden men below the deck of his boat called 'Jane'. Blackbeard thought that there were only a few men on the Jane. He and his pirates boarded Maynard's ship, but Maynard's men appeared from below the deck and Blackbeard was killed in the battle.



Jack Rackham or 'Calico Jack' was another English Pirate. Calico Jack wore brightly coloured cotton clothes made from a material called 'calico'. He would fly a flag of a skull and crossed cutlasses (pirate swords) from his ship. Jack, like Blackbeard was pardoned from his life as a pirate and settled in the North American town of Nassau where he fell in love with Anne Bonny. Anne was the wife of another pardoned pirate.

When Anne's husband found out about the affair, Jack and Anne fled to continue a life of piracy on the seas. For two months Jack, Anne and their crew including another woman named Mary Read, sailed around the shores of Jamaica, stealing from ships anchored in harbours. In October 1720 Jack and his crew were caught and Jack was hung.

There are many other accounts of pirates and their quest for fame and fortune that lived and sailed around this time. A book called 'A General History of the Pirates' (spelt Pyrates) was published in 1724 and contains the accounts of 16 pirates and their crews. The Golden Age of Pirates has inspired many fictional stories. Daniel Defoe, the writer of Robinson Crusoe wrote about pirates in 1719. Robert Louis Stevenson wrote 'Treasure Island' in 1883 that included the one-legged pirate 'Long John Silver'. In 2003 'Captain Jack Sparrow' first appeared in the very successful 'Pirates of the Caribbean' movie 'The Curse of the Black Pearl'.

The real accounts and fictional stories about pirates and their quest for treasure captures our imagination but I wonder what motivated the real pirates three hundred years ago to risk their lives seeking fame and fortune. This week we are going to think about the things that we treasure. Many Pirates treasured treasure, they treasured treasure so much that they were prepared to die whilst fighting for it. There is a saying that comes from the Bible that explains why the pirates were prepared to give up their lives for a life of adventure on the sea. *'For where your treasure is, there your heart will be also' (Matthew 6:21 NIV)*. What do you think Jesus is trying to say?

In our thoughts for this week, we are going to think more about pirates, we are also going to think about what we treasure and the different types of treasure that we can find during our time at school.

Time to reflect

- Would you liked to have been a real pirate? (Do you think pirates, liked being pirates?)
- In the saying what do you think Jesus means by the word 'treasure'? Real treasure like gold and silver or something that you value or think is really really important?
- What do you think he means by the word 'heart'? Your energy, time and motivation?

Reflection (Prayer)

(Dear God)

It is interesting to hear about the 'Golden Age of Pirates'. Their quest for treasure and life on the open sea is a reminder that people are prepared to go to extreme lengths to find what they treasure. Help us this week to think about the different types of treasure that we can find during our time at school. *(Amen)*

1.2 Treasured Heart

Can anyone remember an account of one of the three pirates that we heard about yesterday? Can anyone remember the phrase that Jesus said about treasure?

'For where your treasure is, there your heart will be also' (Matthew 6:21).

What do you think Jesus meant by the word 'heart' in his saying?

The heart is a muscle that pumps blood around our bodies, without it we wouldn't be able to live. The word heart is also used to describe the centre of a person's thoughts or emotions. Have you heard the phrases 'love with all your heart' or 'give my heart away' or 'I put my heart and soul into it'? Jesus was saying that you can tell what a person treasures by the amount of 'themselves' they are willing to give in order to get it. You will know what is important to someone by the amount of time and effort they are willing to give in order to get it or the amount of time they spend doing it.

So, for example, if someone treasures kindness and they think kindness is very important, then we will see it in their actions. If someone thinks it is important to be tough and mean then we will see it in the way they treat other people. Computer games, learning, sport, books are all examples of the 'treasures' that people find important. We know if a person values them by the time and the effort they spend doing them.

Time to reflect

- What do you 'treasure'?
- How can it be seen in your actions?
- What do your friends 'treasure'?
- How do you know?

Reflection (Prayer)

(Dear God)

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Help up this week to know what we treasure and help us to get the most from the treasures we find at school. *(Amen)*



1.3 Treasure In A Field

Preparation

Bookmark Matthew 13:1-23 or download the video 'Treasure in a field' (1m 17s)
https://www.max7.org/en/resource/jesusparableofthetreasureinthefield
Videos can be downloaded on memory sticks and kept as a permanent resource in the school courtesy of www.max7.org

The punishment for piracy ranged from flogging (being beaten with whips or rods) through to being hanged to death, yet thousands of pirates roamed the seas during the 'Golden Age of Pirates'. For many of these pirates, their heart belonged to the open sea, adventure and treasure so much so that they were willing to give up everything in the pursuit of them.

In the Bible there are two very short parables about treasure. The first is about a man who found treasure in a field. The man was so happy that he sold everything he had and bought the field. The second is about a man who found a precious pearl in a market. He also sold everything that he had so that he could buy the pearl. **Show the video; the video combines both of these parables.**

The treasure and the pearl must have been very important to make the men sell all their posessions in order to buy them. If you put these parables together with the saying that we thought about yesterday *'For where your treasure is, there your heart will be also'* they can help explain why people go to great lengths in the pursuit of what they think is important. It can help to explain why pirates did what they did despite the consequences.

Time to reflect

- What 'treasure' would make you sell all your belongings?
- What can we treasure that is helpful or good for us?
- What can we treasure that is not helpful or good for us?

Reflection (Prayer)

(Dear God)

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Help up this week to know what we treasure, to know the difference between treasures that are good for us and those that are not and may we get the most from the good treasures we find at school. *(Amen)*



1.4 Hidden Treasures

It is very unlikely that pirates used treasure maps to find or remind them of where they hid their treasure, but there are many legends of lost pirate treasure. It was common for pirates to split the treasure they found between the crew. If they did store their treasure for safe keeping, they probably used their memory rather than a map to find it again.

Over this week we have been thinking about things that we treasure. We often don't think about what we treasure, even though others can see it in our actions and in what we say. We treasure the things that we spend a lot of time doing or spend a lot of time thinking about. It is often easy to find out what other people treasure, because they will be the topics that they talk most about.

The man in the parable about the treasure sold everything so that he could have what he treasured. It is important to know that sometimes we have the tendency to ignore or give up some things in the pursuit of what we treasure. Many of humanities greatest achievements involve people pursuing what they treasured so much so, that that is pretty much all they focused on, despite the failures. **(We have explored lots of these during Simply Collective Worship's four-year cycle)**.

Is everything that people treasure 'good for them' or good for the people around them? Were the things that pirates treasured good for them or the people around them? Pirate treasure led to stealing, fighting and most probably punishment. Thinking about and knowing if what we treasure is good for us or good for those around us is important. In our pursuit of our treasure, knowing that we have a tendency to give up or ignore other important things, may stop us from missing out on other hidden treasures.

Time to reflect

(You don't need to use all of these questions)

- What do you spend a lot of time thinking about?
- What do you spend a lot of your own time doing?
- What important things do you think some people give up when trying to achieve or get what they treasure?
- What do you give up in trying to gain what you think is important?
- Can we treasure something too much?
- Is what you treasure really worth it?
- What can/will you miss out on trying to gain what you treasure?
- What is the difference between an addiction and treasuring something?

Reflection (Prayer)

(Dear God)

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Help up this week to know what we treasure, to know the difference between treasures that are good for us and those that are not and may we get the most from the good treasures we find at school. *(Amen)*



1.5 Treasure Island School

There is a lot of treasure to be found during your time at school. There is treasure to be found this year, but it will take a bit of effort. Teachers, other adults, friends and family will be like your crew as you search for it, but ultimately it is up to you to find it.

Time to reflect

Discuss and add to the following.

Treasures include:

- finding out you can do it, (when you thought you can't)
- discovering new skills
- trying out new sports
- playing new instruments
- hearing, reading or even writing the best story ever
- making new friends
- leading and making decisions that help others
- knowing more about ICT than the teacher!
- being able to work well within a team
- knowing what to do when you fall out with someone
- knowing what to do or not to do when things are not going well
- discovering foods that you never thought existed
- learning about people's beliefs and customs that you never knew before

What will stop you from finding these treasures?

- other people's unkind words
- distractions
- your own unhelpful treasures
- thinking you can't

What will help you find these treasures?

- give your body what it needs… sleep, healthy food and a lot of happiness
- your own treasure map
- thinking you can
- your crew – family, friends, teachers and other adults

Reflection (Prayer)

(Dear God)

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Help up this week to know what we treasure, to know the difference between treasures that are good for us and those that are not and may we get the most from the good treasures we find at school. *(Amen)*



2.1 Making Memories

Preparation

You may want to ask some pupils to share their earliest or fondest memories of school. Asking pupils before the assembly will allow them time to think and possibly share them with you beforehand. You will also have an opportunity to share your first or fondest memory whilst at this school.

What is your first or earliest memory of starting this school? For some of you it may be only a week or two ago. For some of you it was seven or eight years ago. Does anyone know what the word 'fondest' means? Can anyone tell me in no more than a couple of sentences one of your fondest memories of your time at this school so far? My first or fondest memory of being at this school is… Please share your first or fondest memory.

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



To help us think about making memories we are going hear a story based on a parable that you may have heard lots of times, or you may be hearing it for the first time. It is a story that some of us may have lodged in our memory or completely forgotten about. It is a story that will help us to think about the memories that we want to make.

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

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

As winter began the stream started to run faster and within a couple of weeks it had become a river, but my house was still safe. I had noticed that the land around my house had become rather wet and the sand and soil was always damp. Too wet for making sandcastles and I needed to wear wellies when going to and from my house. That's when the trouble began. I started to see big cracks appear in my walls. If you think that is bad, can you imagine what I felt when I saw a big crack across my kitchen floor. Angelika said that I could move in with her until the winter was over and maybe I could repair my house. I moved in and I could see my house from my new bedroom window. With each new storm, more cracks appeared. Eventually the walls couldn't hold the roof beams and the roof fell into the house. It was a long and painful winter. I remember thinking all that hard work was for nothing. Angelika encouraged me. She suggested that we could wait until spring and reuse many of the materials to make a second house. I had already moved all the furniture but we collected as much material as possible to reuse. Spring was slow to arrive, but it did come. I asked Angelika if she would help me find a good spot to build my new house, well I didn't want it to fall down again!

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

Time to reflect...

- Why did Claudia put a lot of effort and time into building her first house?
- How likely was it that Claudia's first house was going to fall down?
- Did Claudia know that she was creating a 'not so good' memory?
- What did Claudia learn from her memory of building her house on the sand?

Reflection (Prayer)

(Dear God)

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

2.2 Memories Waiting To Happen

Can anyone tell me about what we thought about in yesterday's assembly? We started by thinking about our earliest and fondest memories of school. We also heard about a not so good memory from Claudia. Why was it a not so good memory? What did Claudia learn from her experience? What could she have done to avoid her house falling down in the first place?

This year we will have many experiences that are just waiting to happen, waiting to become memories. When we get to the end of the summer term in eleven months' time, I'm sure we will have lots of memories to look back on. Many that are good, some that are not so good and a few that we will remember for the rest of our lives. Have a think about what you would like to achieve this year. What memories would you like to make?

Time to reflect...

What memories would you like to make this year?

- Sporting achievement
- Musical achievement
- Being in a show
- Creating an amazing piece of artwork
- Mastering a maths skill
- Being a really good friend
- Building a house on a good foundation
- Something else

What do you need to do to make sure they happen?

Reflection (Prayer)

(Dear God)

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



2.3 Barriers To Good Memories 1

Yesterday we thought about the things we need to do to help us create good memories this year. But there may be things we need to stop doing, reduce doing or change if we want good memories at the end of this school year. What does the word barrier mean? If you were driving in a car and saw a barrier in the road you wouldn't be able to continue driving on that road or if you saw a barrier whilst at a music concert or football match then it might mean you would need to change the direction you were walking. What are the barriers that might stop us from reaching our goals and turning them into amazing memories?

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

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

Time to reflect...

- Can you think of a time when fear stopped you from doing something that you now think is easy? (Swimming, riding a bike, talking in front of a group, rollercoasters)
- Is there something that you thought you wouldn't enjoy but then you found you did?
- What are other barriers to creating good memories?

Reflection (Prayer)

(Dear God)

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



2.4 Barriers To Good Memories 2

Can anyone recount the story of Ramesh and the rollercoaster? Can anyone remember what we discussed in yesterday's thought for the day? Fear is one of many barriers that can stop us from having a go and ultimately making good memories.

Time to reflect...

Discuss the following barriers to making memories:

How do they get in the way of us reaching a goal or making a good memory?
How can we overcome them?

- I can't be bothered
- I'd rather be doing something else
- I'll probably fail
- Nobody in my family has ever done that before
- I'm not clever enough
- I'm too scared
- What will people think about me?
- I can't do it
- Other...

Reflection (Prayer)

(Dear God)

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



2.5 Helpful Memories

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

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

Time to reflect...

'Memories are the key not to the past, but to the future.'
Corrie Ten Boom

Do you agree? How can memories help us achieve new things in our future?

'Memories of our lives, of our works and our deeds will continue in others.'
Rosa Parks

Do you agree? How can our memories continue in others?

When can a memory of the past stop us from doing something brave? What would have happened if Ramesh hadn't overcome his fear on his school trip? How can we overcome not so good memories?

Reflection (Prayer)

(Dear God)

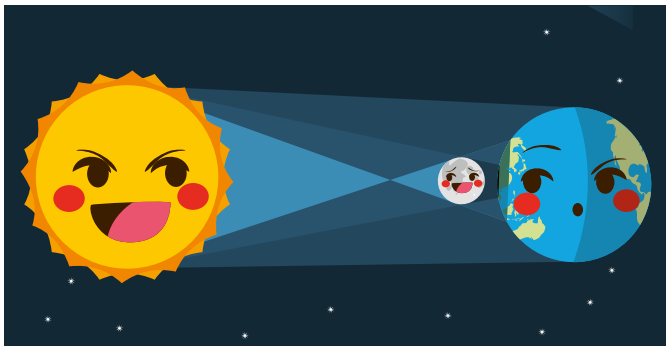
We are thankful for good and fond memories, we are also thankful for the memories that help us to learn from our past. Help us to make good memories, learn from other peoples' experiences and learn quickly from our own and other peoples' good and bad choices. *(Amen)*



3.1 Solar Eclipse

Preparation

www.timeanddate.com provides dates of all solar and lunar eclipses



This morning we are going to think about some facts about the Earth, our Sun and the Moon that may get our heads spinning, literally.

Does anyone know what is meant by the Earth orbiting the Sun? Can anyone tell me how long it takes for the Earth to orbit the Sun? Use large ball, like a football, to demonstrate what is meant by an orbit. It takes 365 (and a quarter) days for the Earth to travel around the Sun. 365 (and a quarter) days may seem like a long time for the Earth to travel around the Sun, but the Earth is moving at 67,000 miles per hour (or 107,000kmh). Does anyone know how long it takes for the Moon to orbit the Earth? It roughly takes the moon 27 days (27.3) to travel around the Earth. The Moon is travelling at over 2,200 miles per hour (or 3,600 kph). A car travelling at 70mph would take over two years to travel the same distance (the moon does it in 27 days).

The Earth rotates whilst it orbits the Sun. Use a large ball, like a football, to demonstrate what is meant by rotation. Does anyone know how long it takes for the Earth to make one complete rotation? It takes roughly 24 hours for the Earth to make one complete rotation. (Or 23 hours, 26 minutes and 4 seconds to be more precise.) If you are looking at the Sun at 12 o'clock on one day, it will appear in the same part of the sky 24 hours later. It may not feel like the Earth is rotating, but a person standing on the equator (show an image of the equator) in a country such as Brazil in South America or Kenya in Africa, will be travelling at nearly 1000 miles per hour (1600 kph). In the UK the rotation of the Earth means that we are travelling at over 600 miles per hour (965 kph). If you are on the north or south poles you will be travelling at 0 miles per hour.

Can anyone tell me what a solar eclipse is? The word 'solar' is a very old word that means 'from the Sun'. The word 'eclipse' generally refers to the blocking out of the light from planets, moons or stars by other planets, moons or stars. A solar eclipse takes place when the light 'from the Sun' is blocked by the Moon. A total solar eclipse happens when the Moon completely covers the Sun. When it should be light, the moon blocks the light from the sun and it becomes dark on the Earth. A partial eclipse is when some places on the Earth see parts of the Sun being covered by the Moon. A total solar eclipse takes place every couple of years but only a small part of the Earth can see each total solar eclipse. There are between two to five partial solar eclipses every year.

In the UK, in 2015, a partial solar eclipse covered most of the Sun (about 80%) and there will be another partial solar eclipse that will cover around 90% of the Sun during August 2026. Can you remember the last

partial eclipse? Did you make a pin hole projector to view the eclipse? There are a number of special events that take place just before, during and just after a total solar eclipse.

- Shadow bands appear about one minute before the Sun is complely covered by the Moon. Wavy lines flickering between light and dark can be seen on the ground and along walls. They are created as the last rays of sunlight bounce off the Earth's atmosphere.
- What looks like a diamond ring can be seen about 10 to 15 seconds before and after the Moon completely covers the Sun. The ring is created by the outer atmosphere of the sun (called the corona) surrounding the moon and the last bit of the sun creates the diamond effect.
- As the diamond ring fades, a ring of light will become visible around the silhouette of the Moon. The ring of light is the called the Sun's corona and is the outer layer of the Sun's atmosphere. The temperature of the corona is over a million degrees compared to about 6000 degrees C on the surface of the Sun.
- Just before the Moon completely covers the surface of the Sun, the mountains on the edge of the Moon block out light, whilst craters and valleys on the edge of the Moon allow light through. This effect is called Baily's beard.
- A reddish glow can be seen as the Moon completely covers the surface of the Sun. This is called the Sun's chromosphere and is the lower layer of the Sun's atmosphere.
- The special events then happen in reverse, Baily's beard, Sun's Corona, diamond ring and finally shadow bands.

Over 4500 years ago, long before the invention of telescopes that can look deep into the night sky, the Chinese and Babylonians tracked the movement of the Sun, the Moon and the stars and were able to accurately predict a solar eclipse. You must never look directly at the sun as it is so bright it can damage your sight.

Time to reflect

- Have you ever experienced a solar eclipse?
- How would you explain the cause of a total or partial solar eclipse to someone else? How do we know what causes a solar eclipse?

Imagine if you didn't know about the movements of the Sun and the Moon. This week we are going to explore how some cultures used stories to help explain a solar eclipse.

Reflection (Prayer)

(Dear God)

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

**www.timeanddate.com*



3.2 Eating The Sun

Can anyone tell me what a solar eclipse is? How do we know what causes a total eclipse? Imagine if you didn't know about the movements of the Sun and the Moon, how would you explain a solar eclipse to someone else? In many cultures there are stories that try to describe what is happening during a solar eclipse. Some of the legends include the sun being stolen or even being eaten. This week we are going to learn about some of these stories.

In Viking folklore, the Sun and Moon are sister and brother. The Sun is called Sôl and her brother the Moon is called Mani. Sôl and Mani ride through the sky on horse drawn chariots bringing order to the Earth. Whilst Sôl and Mani bring order and routine to the Earth, giant wolves called Hati and Skoll chase the Sun and Moon trying to bring an end to that order and routine. During a solar eclipse, the wolves catch up with Sôl and try to devour and eat her.

The Chinese word for solar eclipse means 'eat'. In China, there is a legend that a heavenly dog eats the sun during a solar eclipse. During a solar eclipse, people make lots of noise to make the dog spit the sun back out again. In another Chinese legend, the sun is eaten by a dragon and again noise is used to make the dragon spit out the sun. In Vietnam, it is a giant frog (or sometimes a toad) that tries to eat the Sun. Young girls beat their rice-grinding bowls to scare the frog away and save the Sun.

Time to reflect

- How do these accounts explain how and why a solar eclipse happens?
- Do you think that Vikings were concerned that the Sun would never reappear again?
- Do you know any other stories that help to explain real events?

Reflection (Prayer)

(Dear God)

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



3.3 Sun Bit By Bear

Preparation

Possibly find and show digital images of the Constellations 'Great Bear' and the 'Little Bear'.

Can anyone recall the Viking folktale that may help to explain how and why a solar eclipse happens? A native American people called the 'Pomo' who live in the northwest of the United States of America tell another story. Once upon a time there was a bear. The bear was walking across our Galaxy, the Milky Way, when he came upon the Sun. They were both on the same path and to continue the Sun or the bear would need to move to one side. Neither the Sun nor the bear would move aside and quickly an argument began.
"Move out of my way," said the bear.
"No, you move out of my way," argued the Sun.
A fight began between the bear and the Sun. The bear eventually won by taking a bite out of the Sun. The bear continued on his walk across the Milky Way when he came across the Sun's sister, the Moon. Another argument arose and the bear took a bite out of the Moon. The solar eclipse demonstrates that the bear is continuing on his travels across the Milky Way. It may also explain why a lunar eclipse (when the Earth's shadow covers the Moon) happens about 2 weeks before or after every solar eclipse. The Pomo name for the solar eclipse, literally means 'sun bit by bear'.

Time to reflect

- Have you ever seen the constellations 'The Great and Little Bears'?
- How does this account explain how and why a solar eclipse happens?
- Do you think that the Pomo people were concerned that the Sun would never reappear again?
- Do you know any other stories that help to explain real events?

Reflection (Prayer)

(Dear God)

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



3.4 Kala Ruhu

Preparation

Image search and show images of Kala Rahu eating the sun.

Can anyone recall some of the stories that may explain why we have a solar, or lunar eclipse? Which stories do you like? Why?

In a Hindu holy book called the Mahabharata there is another account that may help to explain the cause of the solar and lunar eclipses. A lesser god (demon), called Kala Rahu was jealous of the gods that lived for ever. He disguised himself as a servant woman and began to serve at a special banquet organised by the gods. A magical drink was served at this meal, called 'Amrita' or the gods' nectar and it had the power of giving anyone who drank it the gift of eternal life. Seeing his opportunity, Kala Rahu stole a drink of the Amrita. Vishnu immediately cut off Kala Ruhu's head. Kala Ruhu's body died but the Amrita made his head immortal. From that moment on, Kala Ruhu's head has chased the Sun and the Moon and when it catches them, it eats them, causing an eclipse. An eclipse doesn't last long because Kala Rahu doesn't have a body to keep and hide the Sun or the Moon.

Time to reflect

- How does this account explain how and why a solar eclipse happens?
- Do you think that Hindus were concerned that the Sun would never reappear again?
- Why do you think that humans need to find an explanation to events like a solar eclipse?

Reflection (Prayer)

(Dear God)

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



3.5 Sun And Moon Stop Fighting

This week we have explored how and why solar eclipses take place. From the earliest times, humans have tried to provide a reason for a solar eclipse. Imagine you are seeing a total solar eclipse for the first time and you don't know what is going on. Why is it going dark in the middle of the day? Would you be worried that the light from the sun would disappear for ever? The ancient Greeks believed that a solar eclipse was a sign that the gods were angry and possibly the beginning of problems here on earth. You can understand why many of the stories can scare people into believing the Sun may never reappear or that it is a sign of bad things to come. Even today, many cultures make sure that pregnant women and young children stay indoors during a solar eclipse. In many parts of India, people fast, don't eat, during a solar eclipse, many believe that any food that is cooked during an eclipse will be bad for you. People around the world continue to make lots of noise to scare away whatever is causing the solar eclipse and ensure that the Sun continues to shine.

In the West African countries of Benin and Togo, people still believe that during a solar eclipse the Sun and Moon are fighting. The only way to stop them from hurting each other is for the people on Earth to be a good example. So instead of making loud noises, the people stop fighting, stop arguing and support one another instead.

Time to reflect

- Which solar eclipse legend have you found most interesting? Why?
- Imagine seeing a total solar eclipse for the first time, how would it make you feel?
- Why do the people of Benin and Togo try to be a good example during a solar eclipse?

Reflection (Prayer)

(Dear God)

We are thankful for the Sun and the Moon, for the way in which they support life on the Earth. May we be inspired by those that seek to know more about our universe and provide answers to age old questions. Like the people of Benin and Togo, may the Sun and Moon remind us that we should stop fighting, stop arguing and support one another. *(Amen)*



4.1 The North Wind And The Sun

Preparation

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

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

I am going to need three volunteers to help me tell this fable. I need someone who would make a good sun. (Not a son with a father but the big yellow thing in the sky.) I need someone who could play the wind (not someone with wind). Finally, I need someone who is good at wearing a cloak! As I tell the story, I would like the three volunteers to act out what ever is happening.

One day the Sun was making her/his usual slow and gentle journey across the earth's sky.

On her/his journey the Sun came across the Wind rushing around as usual. The Wind was always in a hurry, blowing this way and that way. As the Wind passed the Sun, s/he stopped.

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



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

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

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

With the Sun watching, the Wind began to blow. The traveller felt the icy blast of the Wind and took hold of her/his cloak and held it tightly under her/his chin. The Wind began to blow harder and harder, but the traveller struggled on, wrapping her/him-self in her/his cloak. The more the Wind blew the tighter the traveller pulled the cloak around her/him.

"I give up." said the Wind. "It is impossible. The harder I blow, the harder it is for me to remove the cloak from the traveller. Although I couldn't do it, I don't think you will be able to do it either."

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

The fable is called the North Wind and the Sun. Before we started to listen and watch the story, I asked you to think about what the moral of the story could be. Can anyone tell me what they think the moral of the fable is? The Sun and the Wind wanted to find out who was the strongest. A simple task to remove the cloak from a traveller became too much for the Wind as s/he tried the only way s/he knew how. But the Sun took a more gentle approach.

The Wind was determined to show everyone how strong s/he was, and s/he didn't really care about the problems her/his strength caused them. The Sun and the Wind's task was to get the traveller to remove his/her cloak. The Wind blew as hard as s/he could, I expect the Wind tried to complete all her/his tasks and solve all her/his problems by using the same solution. The Sun however took a gentle approach. S/he didn't get all flustered, her/his solution involved helping the traveller. The Wind tried to force the traveller to do something the Wind wanted her/him to do, the Sun worked with the traveller and ultimately it was the traveller's decision to take off her/his coat.

This week we are going to be thinking about the word 'gentle'. The Sun was gentle, but the Wind was harsh. Often in our friendships it is easier to tell others what we want, this may involve shouting and getting all flustered. But it is far more effective if we work with others, help them to see how it will benefit them rather than trying to force them to do it. Our gentle words and our gentle actions can be far more effective than harsh words or actions.

Time to reflect

- What do you think the moral of this fable is?
- What other words could you use to describe being gentle?
- What other words could you use to describe the opposite of being gentle?
- What are the benefits of being gentle rather than aggressive?

Reflection (Prayer)

(Dear God)

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





4.2 Gentle

Can anyone freeze-frame a part of the fable we heard yesterday and we will try to guess which part of the story it was? Can anyone remember the name of the fable and the moral of the story? This morning we are going to think about the word 'gentle'. Can anyone give me a definition of the word gentle? What other words could we use to help us describe the meaning of gentle?

- Considerate, compassionate, forgiving, kind, kind-hearted, laid back, loving, meek, mellow, merciful, mild, peaceful, pleasant and tender.

Time to reflect

Ask pupils to discuss the following questions.

- If gentle was a colour what would it be? Why?
- If gentle was a sound what would it be? Why?
- If gentle was a place where would it be? Why?
- If gentle was an object what would it be? Why?
- If gentle was an animal, which animal would it be? Why?
- If gentle was a friend, which friend would it be? Why?

Do the same for the opposite of gentle.

- If the opposite of gentle was a colour what would it be? Why?
- If the opposite of gentle was a sound what would it be? Why?
- If the opposite of gentle was a place where would it be? Why?
- If the opposite of gentle was an object what would it be? Why?
- If the opposite of gentle was an animal, which animal would it be? Why?

Reflection (Prayer)

(Dear God)

We are thankful for the warmth of the sun and the fresh gentle breeze that we can enjoy from the wind. We also know the destructive power of both famines and storms. May we know and understand just how powerful being gentle can be. Remind us that being gentle is often more effective than being harsh. *(Amen)*



4.3 A Gentle Answer

Can anyone remember the moral of Aesop's fable 'The North Wind and the Sun'? Who had the greatest impact on the man with his coat? Aesop lived about 2500 years ago yet the moral of The North Wind and the Sun is still relevant today. Around the same time, but in a different part of the world, the writer of one of the books in the Bible included his advice about being gentle.

Proverbs 15:1

A gentle answer turns away wrath, but a harsh word stirs up anger. (NIV)

A gentle answer deflects anger, but harsh words make tempers flare. (NLT)

Can you think of an example of when a gentle and kind word has improved a situation or when a harsh word has made things worse? Often an angry argument involves two angry people. Each angry comment makes the already angry person angrier. It's not a good idea to try and put out a fire by pouring petrol on it, trying to stop an angry argument rarely happens with another angry comment. Putting out a fire requires water; kind and gentle words are more likely to calm an angry argument.

Time to reflect

- Discuss the meaning of Proverbs 15:1, do you agree?
- Discuss examples of gentle words improving a situation and angry words making it worse.

Reflection (Prayer)

(Dear God)

We are thankful for the warmth of the sun and the fresh gentle breeze that we can enjoy from the wind. We also know the destructive power of both famines and storms. May we know and understand just how powerful being gentle can be. Remind us that being gentle is often more effective than being harsh. *(Amen)*



4.4 A Gentle Action

Ask two pupils with similar coats to have a race putting on and taking off their coats, the first pupil should hurry and the second should be gentle or, for fear of pupils damaging their coats you could act out putting on and taking off your coat, first harshly and then gently.

Ask the pupils to watch both, first the harsh and then the gentle. Discuss which approach is more effective, what are the pros and cons for each approach.

Time to reflect

What are the dangers of being harsh? A stuck zip, missing putting the zip together in the first place, ripping the arms, missing the arm in the first place etc… What are the benefits of being gentle? More accurate, not missing the arm, less likely to damage the coat.

What does gentle look like in a conversation with a friend?

What does gentle look like in an activity like creating a picture or a sculpture? What could happen to the picture or sculpture if we are harsh?

Are we more likely or less likely to be gentle when we become frustrated, e.g. when we can't find the end of the sticky tape? Does being frustrated and being harsh help to solve the situation e.g. help us find the end of the sticky tape quicker?

Reflection (Prayer)

(Dear God)

We are thankful for the warmth of the sun and the fresh gentle breeze that we can enjoy from the wind. We also know the destructive power of both famines and storms. May we know and understand just how powerful being gentle can be. Remind us that being gentle is often more effective than being harsh. *(Amen)*



4.5 Stronger Than Bone

On Tuesday we thought about the meaning of the word gentle. We suggested other words that have a similar meaning. Did anyone think of the word 'weak'? Gentle and weak are often thought of as being similar. Weak means not having enough strength to do a physical activity. Weak also means something is likely to break because it is too weak. Aesop's fable and the proverb from the Bible suggests that there is more power in being gentle than we probably first thought.

There is another proverb about gentleness that at first sounds a little surprising. 'A gentle tongue can break a bone,' Proverbs 25:15 (NIV). What is the writer of this proverb trying to say by telling us that a gentle tongue can break a bone? Bone is really strong, probably a lot stronger than you first imagine. If you had a bone and compared it with a steel rod of the same weight, the bone is far stronger than the steel. (A steel bar the same size of the bone would be stronger, but it would weigh a lot lot more.)

I wonder if the writer of this proverb was trying to say being gentle is a sign of strength and far more effective at solving problems than people first think.

Time to reflect

- Do you think being gentle is a good quality to have?
- How can you become more gentle?
- How can a person practice gentleness?

Reflection (Prayer)

(Dear God)

We are thankful for the warmth of the sun and the fresh gentle breeze that we can enjoy from the wind. We also know the destructive power of both famines and storms. May we know and understand just how powerful being gentle can be. Remind us that being gentle is often more effective than being harsh. *(Amen)*



5.1 Harvest

Preparation

- 10 items of food, (possibly from your own schools Harvest collection)
- 10 building materials (play bricks, pieces of wood etc… same or different)



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

In the UK, we are fortunate that there is plenty of food in the shops and supermarkets. Whether we have enough to eat or not is often based on the amount of money we earn. For many people around the world today and throughout history, harvest was and is a time that determines whether you were/or are going to go hungry or not. Harvest time reminds us that we should not take our food for granted. Do we appreciate the many people involved in preparing, growing and producing the range of food that is available to us? Harvest time reminds us of the way in which food gets from the fields to our forks, but let us never take it for granted and let us try to share the resources that this planet has provided for us all year round.

In Robert Hawker's first Harvest festival, he encouraged people from his congregation to bring items of food from their harvest. The collection of food was then used to feed the poor and hungry, a reminder that we should share what we have to help those in need. Harvest time is a time to be thankful for what we have, but it is also a time to think about how we can help those who are hungry. (Although we could do this all the time, not just at Harvest.)

This week we are going to think about our needs and our wants and how greed can



lead to people being hungry. Ask for 10 volunteers. Our world is able to produce enough food to feed every man, woman and child on planet Earth. Give each volunteer one item of food. The world has enough resources to house everybody and provide them with the things they need. Give each volunteer one item of building material. But, across the world, 80% of the resources are owned by just under 20% of the people on the Earth. But what does that look like: Split the volunteers into two groups, one group of 2 volunteers and one group of 8 volunteers. Ask the group of 8 volunteers to give 6 items of food to the 2 volunteers. You should have the group of 2 volunteers with 8 items of food and 8 volunteers with 2 items of food. Do the same with the building materials. 20% of the world (point to the group of 2) have and use over 80% of the world's resources to feed themselves, make their houses and provide them with the stuff they want. This leaves 80% of the world sharing just 20% of the world's resources to feed themselves and make their houses.

We have already said that in the UK there is plenty of food in the shops and supermarkets and whether we have enough to eat or not is often based on the amount of money we earn. Just like the world can provide enough food and resources for every man, woman and child so there is enough money to ensure that people can support themselves. If I had 100 volunteers and gave them ten £1 coins, to show you how the money or wealth was shared across all of humanity then 99 of our volunteers would need to give five of their £1 coins to one very lucky volunteer. 1% of the world's population owns 50% of the world's wealth. *

'Poverty' is when people are not able to support themselves with enough food, resources or money. There are many reasons why people live in poverty, many of which will not be solved easily. Both of the illustrations above remind us that there is enough food, resources and money to support every living person on the planet. Charities are using the resources from those people that have lots to help support those that have nothing or very little. One billion less people live in extreme poverty today than twenty years ago. **

Harvest time is a reminder that all we need comes from our planet and our planet can provide all that we need. Mahatma Gandhi was a very wise man from India (who lived for the last half of the 19th century and the first half of the 20th century 1869–1948). He is quoted as saying "The world has enough for everyone's need, but not enough for everyone's greed." This week we are going to continue to think about the impact greed can have on ourselves and others.

Time to reflect

- Why do you think it is important to be thankful for your food?
- How can you demonstrate that you are thankful for your food?
- What are the reasons some people have much more than others?

Reflection (Prayer)

(Dear God)

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

**Credit Suisse's global wealth report (2017)*
*** UNICEF*



5.2 The Golden Goose

Preparation

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

Yesterday's assembly finished with a quote from Mahatma Gandhi, can anyone remember what he said about greed? "The world has enough for everyone's need, but not enough for everyone's greed."

During our thoughts for the day this week, we are going to hear some stories, some that you might know that focus on the theme of greed.

Play the BBC's 'school radio' story or read the following much shorter version:
Once upon a time, there was a goose that laid golden eggs. Each morning the goose would lay just one egg and each morning the old man who owned the goose eagerly collected and sold the egg. Although he had lots of money, the old man was never satisfied, and he was tired of only getting one egg each day. He thought that if he cut open the goose he would get all the eggs in one go. He killed and cut open the goose to find out that she was just like any other goose. They ended up with nothing.

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

Time to reflect

- What advice would you give to the old man with the goose that laid the golden egg before he killed the goose?
- What advice would you give to the family with the swan with golden feathers before the mother removed all the golden feathers?
- Who was affected by the greed of the old man and the mother?

Reflection (Prayer)

(Dear God)

We are especially thankful at this time of year for a good harvest of food. Help us to be grateful and content with what we have. We ask for support for those that don't have all their needs met, and we reflect on what we can do to help others. *(Amen)*



5.3 The Dog And His Reflection

Preparation

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

Can anyone recall what happened in the 'The Goose that laid the Golden Eggs'? There is another of Aesop fables called 'The Dog and his Reflection' that stresses the dangers of greed. It goes something like this:

Play the BBC's 'school radio' story or read the following much shorter version:
There was once a dog who stole a bone from his master's table. The dog ran through the town and out into the country away from people and other dogs that may have wanted to take the bone away from him. Crossing a bridge, the dog noticed another dog looking back at him from the surface of the stream. He didn't realise that this other dog was also carrying a bone. 'This other dog wants my bone too' thought the dog so he growled. The reflection growled. 'He's growling at me too', thought the dog so he barked. The reflection barked and the dog dropped his bone into the stream and it was carried swiftly away.

Time to reflect

- What advice would you give to the dog?
- In the audible version, why did the dog decide to become a 'nicer dog'?
- Who was affected by the greed of the dog?

Reflection (Prayer)

(Dear God)

We are especially thankful at this time of year for a good harvest of food. Help us to be grateful and content with what we have. We ask for support for those that don't have all their needs met, and we reflect on what we can do to help others. *(Amen)*



5.4 The Rich Fool

Preparation

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

Luke 12:16-20

Then Jesus told them this parable: "There was once a rich man who had land which bore good crops. He began to think to himself, 'I don't have a place to keep all my crops. What can I do? This is what I will do,' he told himself; 'I will tear down my barns and build bigger ones, where I will store the grain and all my other goods. Then I will say to myself, Lucky man! You have all the good things you need for many years. Take life easy, eat, drink, and enjoy yourself!' But God said to him, 'You fool! This very night you will have to give up your life; then who will get all these things you have kept for yourself?'"

The parable Jesus told is often called the parable of the rich fool. But why is he called a fool? Surely, he'd worked hard and he deserved to take it easy. The parable makes it quite clear that he was only thinking about himself, he put in all that effort without concern for God or anybody else. Jesus said that this is the same for anyone who stores things for himself but is not rich towards God (or others). The man in the parable didn't show much concern for those around him.

Time to reflect

- What advice would you give to the rich man before he built his barns?
- Who was affected by the greed of the rich man?
- Would the rich man have felt more content if he helped to feed those around him?

Reflection (Prayer)

(Dear God)

We are especially thankful at this time of year for a good harvest of food. Help us to be grateful and content with what we have. We ask for support for those that don't have all their needs met, and we reflect on what we can do to help others. *(Amen)*



5.5 Needs Or Wants

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

In three of the four stories we heard, the people had all they needed. The old man had golden eggs that he sold to buy food, the family with the swan were able to buy what they needed and the farmer grew his food and stored it in his barns. But they weren't satisfied with having their needs met, they wanted more. A need is something that we are not able to do without, like enough 'good' food to keep us healthy and fit, shelter to ensure that we are dry and warm and maybe family and friends to keep us happy and content. In the stories the problems all started when the people wanted more, they weren't satisfied with having just their needs met. In our society, we generally, not always, have more than we need.

We began this week by learning that our world is able to produce enough food to feed every man, woman and child on planet Earth. We thought about how the resources are shared amongst those that live on the Earth, some have lots, lots more than they need and others have to share very little. We will finish this week's thought for the day with Gandhi's words: "The world has enough for everyone's need, but not enough for everyone's greed."

Time to reflect

- What is the difference between a need and a want?
- Is friendship and happiness a need or a want? (I think it is a need)
- What have you thought about during the thoughts for this week?

Reflection (Prayer)

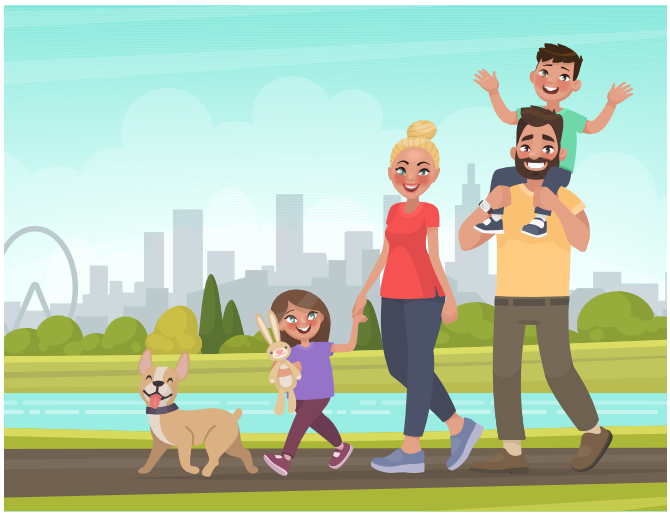
(Dear God)

We are especially thankful at this time of year for a good harvest of food. Help us to be grateful and content with what we have. We ask for support for those that don't have all their needs met, and we reflect on what we can do to help others. *(Amen)*



6.1 Get Some Well-Being

This week is an adaption of week 38 in Cycle 1, week 18 in Cycle 2 and Week 20 in Cycle 3. If you have used the previous assemblies you may want to discuss and use the reflection questions highlighting and reflecting on what pupils said last time.



How 'well' are you feeling today? By showing me your fingers on one hand I want you to let me know how well you are feeling. If you are feeling very well then show me all five fingers on one hand, if you are not feeling very well then just show one. If you are somewhere in the middle then show me two, three or four. Can someone who has five fingers up describe to us how well they are feeling? Can someone who held up three fingers describe how well they are feeling? What did you think I was asking when I asked how well are you feeling today? Who thought I was asking about your health? Who thought I was asking about your happiness?

Throughout the last 700 years, the word 'well' has come to mean a few different things. If you asked someone how well they felt seven hundred years ago, it is quite likely that they thought you were asking them about how content they were. If they said that they felt 'well', they would mean that they felt satisfied. If you go back to the 1500's, if you asked someone how well they were, then you were probably asking them about their health. Two hundred years ago the word 'well' began to be linked to a person's wealth. If a person was 'doing well', then it could mean that they had a good job and plenty of stuff.

Those three definitions of the word 'well' still apply today. You might say that I am not doing a task 'very well' meaning that you are not satisfied with your progress. Your parents might phone the school when you are ill and say that you are 'not very well' today referring to your health. We still say a person is doing well if they have a good job and plenty of stuff. There is a term that includes the word 'well' that we talk about when thinking about our health and happiness. Does anyone know what the term is? Does anyone know what the term well-being means? It is a phrase that you might hear on the television or in school. But do you know what your well-being is? Do you know how to improve it?

We have already explored the term 'well', we can do the same for well-being. One dictionary gives the meaning of well-being as being contented, healthy and successful. Another describes well-being as being healthy and happy. What do we need to do to be healthy? What things make you happy? Can anyone tell me what the letters in PE mean? The P stands for physical and describes the types of skills that we focus on in PE. We can also talk about physical well-being. We have already agreed that staying healthy involves exercise and eating the

right sorts of foods. Both of these will help us with our physical well-being.

This week we are going to continue to think about the term well-being. We will think about and discuss the various things that we can do to 'get some well-being' the title of this assembly. Well-being can be quite a difficult thing to understand, but if we know what it is then we can do something to help our well-being and the well-being of others. Physical well-being is linked to our health, but the well-being linked to our happiness is a little more difficult to explain. Often we think of happiness as an emotion that we feel at one particular moment, like laughing at a funny joke or the feeling we get when we're given a present that we really wanted. But our well-being is much bigger than that. We are advised to eat some fruit and vegetables every day and do a bit of exercise most days. Imagine you asked me if I had eaten something healthy and completed some exercise and I replied that I had eaten an apple and did ten press ups two weeks ago, what would you say?

One bit of exercise or one bit of fruit doesn't mean that we are healthy. For our physical well-being to be good we need lots of exercise and a balanced diet. It is similar with the well-being linked to our happiness. The first and oldest definition of well in the English language was 'content and satisfied'. We can also use them when trying to describe the well-being linked to our happiness. Can anyone tell me what contentment and satisfaction means? Are you a content person? Are you a satisfied person?

Well-being isn't a new thing. People have been concerned with health, happiness and contentment for thousands of years. It is obvious that our actions can improve our physical well-being, but people throughout history have understood that our own actions can not only improve our happiness, but they also understood that our actions can ruin our well-being. We will explore how we improve our well-being in our thoughts for this week.

Time to reflect

- Is your physical well-being good?
- Are you content and satisfied at school?
- Do you help to improve or limit the well-being of others?
- What can you do to 'get some well-being'?

Reflection (Prayer)

(Dear God)

We know that our physical well-being is linked to what we eat and how much exercise and physical activity we do. Our happiness, contentment and satisfaction are also connected to our actions and the actions of others. This year, may we as a community learn and put into practise the things we can do to improve our well-being. *(Amen)*



6.2 Do Some Well-Being

Well-being isn't a new thing. People have been concerned with health, happiness and contentment for thousands of years. It is obvious that our actions can improve our physical well-being, but people throughout history have understood that our own actions can not only improve our happiness, but they also understood that our actions can ruin our well-being. Many religious books provide advice on how to improve our well-being. 'May all beings have happy minds' is just one of many quotes from Buddhist Dharma that focuses on well-being.

In a book of wisdom, found in the Bible, it describes the link between our actions and our well-being. In the book of Psalms, probably written over three thousand years ago it states:

I have done what is righteous and just; do not leave me to my oppressors. Ensure your servant's well-being; (Psalms 119:121-122a NIV)

'Righteous and just' simply mean 'doing the right thing'. The writer of this Psalm knew that other people could affect their happiness, but more importantly, they understood that their well-being was linked to living a life where they did and said the right thing. At school, we learn skills that will help us to get along with others in our community. If we are polite and put the needs of others first, then often, our well-being improves. If we call each other names and act selfishly, then it not only harms the well-being of others but it will affect our well-being as well. Jesus said that those who act on good advice were like a man who built his house on the rock. The house was able to stay up no matter what was going on outside. When it comes to how we should treat each other, if we act on good advice, then we will help to build a school with positive well-being for ourselves and the whole community.

Time to reflect

- What can you do to improve your well-being?
- What good advice would you give to improve someone's physical well-being (health)?
- What good advice would you give to improve someone's happiness or contentment?

Reflection (Prayer)

(Dear God)

We know that our physical well-being is linked to what we eat and how much exercise and physical activity we do. Our happiness, contentment and satisfaction are also connected to our actions and the actions of others. This year, may we as a community learn and put into practise the things we can do to improve our well-being. *(Amen)*



6.3/4 Well-Being Checklist

The 14 statements below are broken down into aspects of Spiritual, Social, Emotional and Mental well-being, the headings are for the teacher's benefit. It is not an exhaustive list but can help pupils to reflect on the different aspects of their well-being.

Today's reflection is repeated tomorrow. You may want to read some of the statements out today and the others tomorrow, just summarise the headings or break the class into small groups to discuss specific statements. It is not expected that pupils will know, learn or understand all of these statements, but discussing them may help pupils to identify one or two that they want to focus on or improve. They are repeated in each year of Simply Collective Worship's 4 year cycle.

There are all sorts of things that can affect our well-being. The following is a list of things that can help to improve our well-being. As we read through them, I want you to think, which of the statements do you feel you are good at already? And which of the statements you need to improve?

Spiritual well-being

- Learn to be content with what we have.
- Learn to be content with what goes on around us.
- Being able to control our feelings of anger.
- Hang around good people (people who are friendly, happy, kind).
- Know why you are at school – understand the big picture.
- Accept and learn from the challenges and changes in life.
- *(Knowing or considering your religious beliefs).*

Social Well-being

- Being able to trust those around us.
- Feeling part of a bigger group.
- Having a few 'creally' good friends.

Emotional well-being

- Feeling confident inside.
- Know what situations make us start to feel angry or uncomfortable.
- Know what to do when we start to get angry or feel uncomfortable.
- Know when we shouldn't be content, for example, finding help when we are bullied.

Mental Well-being

- Knowing what we are good at and what we need to improve.
- Being able to cope with the stresses of daily life.
- Being able to cope with the changes that take place in our life.

Time to reflect

- Which of the statements were you good at last time these were discussed?



- Have you improved on any others?
- Which of the statements do you feel you are good at already?
- Which of the statements do you think you could improve?

Reflection (Prayer)

(Dear God)

We know that our happiness, contentment and satisfaction depend on what goes on around us, but more importantly, it depends on what goes on inside of us. Help us all to be happy people. Help us to be a happy learning community, a community that learns the essential skills to support and improve our well-being and the well-being of others. *(Amen)*



6.5 Community Of Well-Being

A clever man, many years ago said, "The part can never be well unless the whole is well" (Plato). Can anyone tell us what Plato was trying to say? The well-being of our community depends on the well-being of all of the children and adults in it. If someone in our class is in the hospital, how does it affect the rest of us? Your well-being should affect the well-being of all of us. The better everyone's well-being, then the better the well-being of the school. The question then is not how do you become a person who is just able to improve your own well-being, but how do you become a person that can improve the well-being of your friends, classmates and whole school community?

Time to reflect

Use the list from 6.3–4 to discuss ways in which we could support and improve the well-being of others.

Reflection (Prayer)

(Dear God)

We know that our happiness, contentment and satisfaction depend on what goes on around us, but more importantly, it depends on what goes on inside of us. Help us all to be happy people. Help us to be a happy learning community, a community that learns the essential skills to support and improve our well-being and the well-being of others. *(Amen)*



7.1 'Good' Is A Good Word

Can anyone tell me what the word 'good' means? It is a word that we hear a lot and it can mean a wide range of things. Here are just some examples. **You could ask a volunteer pupil or teacher to act out the examples to the various meanings of the word good, let them have the examples prior to the assembly.**

- The word 'good' is used to tell someone else that we approve or like something.
  - *'That was a good meal!'* Or *'have the fish, it's really good!'*
  - *'The book I'm reading is good!'*
- The word 'good' can be used to let others know how we are feeling.
  - *'How are you?' 'I'm good thank you.'*
- The word 'good' can refer to other people's health and well-being.
  - *'How's Tom?' 'Good! His operation went well.'*
- The word 'good' can refer to our behaviour.
  - *'She's a good girl.'*
  - *'He has a good heart.'*
  - *'That was a good thing to do.'*
- The word 'good' can refer to someone's talents and abilities.
  - *'He's very good at art.'*
  - *'She's good at football, you'll want her on your team.'*
- The word 'good' often refers to what is right as opposed to what is wrong.
  - It is good to do what is right and bad to do what is wrong.
- We can use the word good to let someone know we are full.
  - *'Do you want some more ice-cream?' 'No, I'm good thanks.'*
- The word good can mean thorough or detailed.
  - *'She had a good look around at her new home.'*

There is one thing that all these examples of the word 'good' have in common. They are all good. What I mean is they are all positive, favourable, desirable, beneficial, fine, great, neat, sterling, rad, bostin, tip top, ace, nice, splendid or simply good. There are a lot of synonyms (or similar words) that can help us to understand the word 'good'. 'Good' is a positive word, we generally know what someone means when they use the word 'good'.

Words that people used to use or still use instead of very good are…

- 'Jelly' used around the 1500's, possibly similar to jolly and was used to describe someone who was very good at something and liked to let everyone know about it.
- 'Budyari' is an Australian word for very good, the word 'budgerigar' literally means good (budyari) cockatoo (gar).
- The words wicked, bad, sick, fizzing, ripping, topping or rattling have been or are still used by some people as slang for very good.
- 'Deevy' can be found in novels that are over 100 years old, from the word 'divine'.



- 'Bosker, boshter or bonzer' are other Australian words for extremely good.

This morning we have thought about the meaning of the word good and we have thought about the different words that people use which mean good or very good. Have you ever thought about how 'good' you are? Can you be good without doing good things? Can a good footballer be bad at playing football? Can a good artist be bad at doing art? Can a good friend act horribly towards their friends and never say sorry? Often being good involves doing good. To be a good footballer you need to be able to play good football, or to be a good artist you need to be able to create good pieces of art (which could include music or drama). To be a good friend, you need to do good things for your friends. What are the good qualities in a friend?

John Wesley was a church minister who lived in the 1700's. He along with his brother Charles, founded the Methodist Church. He believed that your beliefs could be seen in the way you act and that you should try to act out your beliefs as much as you can. He believed it was important to be good. He once said:

"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."

Time to reflect

John Wesley's saying is a bit of a mouthful, but it would make a great school motto. Think about how you could do the following:

- *"Do all the good you can."* Try your best in everything you do, in work, learning maths, being a good friend or practising an instrument.
- *"By all the means you can."* Use what you have to do your best including your talents, your interests, your belongings and money. For example: sharing, or doing something for charity.
- *"In all the ways you can."* Being a good friend will require listening, talking sharing, playing, time and effort, you can be good in all these ways.
- *"In all the places you can."* You can do good everywhere, at school you can be a good learner and a good friend, at home you can be a good son or daughter, brother or sister, dog owner or room tidier.
- *"At all the times you can."* You can do good whatever the time of day or night (unless you're asleep).
- *"To all the people you can."* You can do good to everybody, especially those who need it like those that are lonely at school or going through a difficult time.
- *"As long as ever you can."* Don't give up being good. It takes effort. You'll never finish being good.

Reflection (Prayer)

(Dear God)

We are thankful for the good people we have in our lives. Those that care and want the best for us. May we be good, using all the means we have, in all the ways we can, in all the places we can, at all times and to all people, for as long as we are able. *(Amen)*



7.2 Do All The Good You Can

Can anyone tell me what yesterday's assembly was about? Was it about Jelly and Budyari? We heard a saying from a man named John Wesley. It was a bit of a mouthful, but can anyone remember any parts of it?

"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."

Time to reflect...

Spend time thinking and talking about each line and come up with examples. Could you think of actions for each line?

John Wesley's saying is a bit of a mouthful, but it would make a great school motto. Think about how you could do the following:

- ***"Do all the good you can."*** Try your best in everything you do, in work, learning maths, being a good friend or practising an instrument.
- ***"By all the means you can."*** Use what you have to do your best including your talents, your interests, your belongings and money. For example, you could do something for charity.
- ***"In all the ways you can."*** Being a good friend will require listening, talking sharing, playing, time and effort, you can be good in all these ways.
- ***"In all the places you can."*** You can do good everywhere, at school you can be a good learner or a good friend, at home you can be a good son or daughter, brother or sister, dog owner or room tidier.
- ***"At all the times you can."*** You can do good whatever the time of day or night (unless you're asleep).
- ***"To all the people you can."*** You can do good to everybody, especially those who need it like those that are lonely at school or going through a difficult time.
- ***"As long as ever you can."*** Don't give up being good. It takes effort. You'll never finish being good.

Reflection (Prayer)

(Dear God)

We are thankful for the good people we have in our lives. Those that care and want the best for us. May we be good, using all the means we have, in all the ways we can, in all the places we can, at all times and to all people, for as long as we are able. *(Amen)*



7.3 If Good Was A...

What words would you use to sum up the theme of this week's assembly and thought for the day so far? Can you remember any of the lines from John Wesley's saying about doing good? If you made up actions yesterday, can you remember the actions? This week we have thought about the word 'good' and we have thought about how we can be good. Today we are going to continue to think about how being good can make us feel. Being good may help to make us feel good.

Time to reflect

Ask pupils to discuss the following questions.

- If good was a colour what would it be? Why?
- If good was a sound what would it be? Why?
- If good was a place where would it be? Why?
- If good was an object what would it be? Why?
- If good was an animal, which animal would it be? Why?
- If good was a friend, which friend would it be? Why?

Do the same for the opposite of good.

- If the opposite of good was a colour what would it be? Why?
- If the opposite of good was a sound what would it be? Why?
- If the opposite of good was a place where would it be? Why?
- If the opposite of good was an object what would it be? Why?
- If the opposite of good was an animal, which animal would it be? Why?

Reflection (Prayer)

(Dear God)

We are thankful for the good people we have in our lives. Those that care and want the best for us. May we be good, using all the means we have, in all the ways we can, in all the places we can, at all times and to all people, for as long as we are able. *(Amen)*



7.4 Good Lives On

This morning we are going to think about what happens to our good actions once we have done them. There is an Aesop's fable that covers this very theme.

Once there was an old lady who saw a wine bottle lying in the road. Hoping to find it full, the old lady went over to take a closer look. The bottle was empty but she picked it up anyway and placed it to her nose. She took a long sniff to smell the fragrance of what used to be in the wine bottle. 'The wine must have been delicious' she thought, 'to leave behind such a nice smelling scent.'

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

Time to reflect

- Can you remember when someone did something good to you?
- How did it make you feel? Can you still feel how good it made you feel?
- Can you think of a time when you did a good deed to someone else that made you feel good doing it?
- What can you do to help a good deed live on?

Reflection (Prayer)

(Dear God)

We are thankful for the good people we have in our lives. Those that care and want the best for us. May we be good, using all the means we have, in all the ways we can, in all the places we can, at all times and to all people, for as long as we are able. *(Amen)*



7.5 The Dove And The Ant

Once there was a dove watching an ant as it went along its business on the side of a small stream. The ant was busy collecting bits of leaves to take back to the ants' nest when it lost its footing and fell into the stream. The ant struggled but it couldn't reach the bank. The dove, feeling sorry for the ant, dropped a blade of grass close to the ant. The ant climbed aboard the blade of grass riding it safely to the shore. Not long after the ant saw a man setting a bird trap. As the man was making his way into the forest to hide and watch his trap, the ant bit him on the leg. He jumped in pain alerting the dove to his presence. The dove flew off to safety.

What is the moral of this Aesop's fable? Why did the ant help the dove? Why did the dove help the ant? The moral of the story is that one good action often leads to another. One good deed does often lead to another but what would have happened in the story if the dove only helped those who helped the dove? The ant wouldn't have been saved and the same ant wouldn't have bit the man on the leg warning the dove of danger. Whilst it is nice that good deeds often lead to another good deed it certainly shouldn't be the reason we do a good deed in the first place.

Time to reflect

Think and discuss the following sayings and proverbs:

'We shall never know all the good that a simple smile can do.' Mother Teresa

'Whenever you possibly can, do good to those who need it.' Proverbs 3:27 GNT

'Good, better, best. Never let it rest. 'Til your good is better and your better is best.' St. Jerome

Reflection (Prayer)

(Dear God)

We are thankful for the good people we have in our lives. Those that care and want the best for us. May we be good, using all the means we have, in all the ways we can, in all the places we can, at all times and to all people, for as long as we are able. *(Amen)*



8.1 All Hallows' Eve & Halloween

Preparation

You may feel that the theme of this week is unsuitable for some children. Please read beforehand and use at your discretion.



Many occasions throughout the year have their beginnings in events that took place many years ago. In the UK and around the world, a number of celebrations take place during autumn remembering events of the past. It is not only past events that are remembered with celebrations or special days. There are special days to remember important people. In the United States of America there is a one-day holiday (similar to a bank holiday) in January to remember the life and death of Martin Luther King Jr who fought for the rights of black people in the USA. Saints are people who are recognised by many Christians to have lived and died for their faith. Many saints have a day in the year that is used to remember them. There isn't a day in the year that doesn't mark the life and death of a Christian saint, they are often called feast days. Not every Christian will mark the feast of every saint, otherwise there would be a yearlong party. Some saints would be more significant to some Christians than others. You may know of a few famous saints and the date of their feast.

Who is St George and when is his feast day? St George is the patron saint of England and St George's Day is celebrated on the 23rd April each year. Who is St Patrick and when is his feast day? Patron saint of Ireland, 17th March. Who is the patron saint of Scotland and when is his feast day? St Andrew, 30th November. Who is St David and when is his feast day? Patron saint of Wales, 1st March. The feast day of St Francis is celebrated on the 4th October. St Francis is the patron saint of animals and some churches allow pets into a special service early in October to remember the life, work and death of St Francis. Two more notable patron saints are Saint Thomas Aquinas the patron saint of students and Saint Catherine of Alexandria the patron saint of teachers, students and librarians both of which have a specific feast day (January 28th and 25th November).

Although there is a celebration of the life of a different saint every day of the year, not every saint can have their own feast day. There are too many, possibly over ten thousand recognised saints. (Some Christians believe that every Christian is a Saint.) In 609AD the leader of the Roman Catholic Church, Pope Boniface IV, declared that an ancient Roman building, called the Pantheon could be used as a church. The Pantheon was an ancient temple that was built around 127AD and used to worship Roman gods. On the 13th May 609AD Pope Boniface IV blessed the building, calling it the church of St Mary and the Martyrs. The word martyr means someone who has been killed for their faith. Pope Boniface IV also declared that the 13th May should be a day of celebration. It became known as All Saints' Day and was a day to remember all the saints, especially those that didn't have their own feast day.



Less than 150 years later, another Pope, Pope Gregory III, changed All Saints' Day to 1st November. Many Christians celebrate All Saints' Day on the 1st November each year, but some still celebrate All Saints' Day on the original date of 13th May. Church services are held on All Saints' Day and it is an opportunity for Christians to remember all the saints and martyrs throughout Christian history. All Saints' Day is also called Hallowmas or All Hallows' Day. Hallow is another term for saint and it means honoured. All Hallows' Day is the day that all the saints are honoured. The day before All Saints' Day is called All Hallows Eve and where we get the term 'Halloween'.

During Halloween, many children dress up as ghosts, witches, vampires or monsters and parade the town, knocking on doors stating that they want a 'trick or treat'. These traditions may have their roots in an ancient festival that used to be celebrated in the UK before Christianity became the most popular religion. The festival of Samhain (pronounced Sa-win) marks the end of summer and the beginning of winter. Celebrated on the 31st October and 1st November, Samhain was thought to be the time when ghosts and the souls of the dead could come back and visit the world of the living. This maybe because the light that separated the two worlds faded as the summer turned into winter. It was a time to honour loved ones that had passed away. The spirits helped Celtic Priests to predict what was going to happen in the future. There are many accounts of different traditions that were practiced to celebrate Samhain. Some people put out the fires that were in their homes. Druids, the spiritual leaders, built huge bonfires and the people shared food and dressed up using animal heads and skins. Bonfires may have been used to help the sun to continue its way across the sky at the beginning of winter.

Samhain is still an important pagan festival today. 'Pagan' is the name given to someone who follows the traditions and beliefs of people who lived in the UK thousands of years ago. The Earth, nature and life and death play an important part in pagan beliefs.

Today we have thought about All Saints' Day, All Hallows' Eve, Halloween and Samhain. Very different festivals, with very different beliefs and practices that all take place at this time of year. Some Christians may go to church and think about a saint that is important to them, pagans may practice ancient Samhain traditions and many others will dress up in a slightly scary costume and wander the streets in the hope of finding some sweets.

Time to reflect

- Can you think of another time of the year when different traditions or festivals take place around the same time? (Christmas, Hanukkah and Diwali or Easter and Pesach)
- Can you name any other saints?
- Do you do anything to celebrate All Saints' Day, All Hallows' Eve or Samhain?

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are occasions when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



8.2 All Souls' Day

Preparation

You may feel that the theme of this week is unsuitable for some children. Please read beforehand and use at your discretion.

Can anyone remember the name of the festivals that we thought about yesterday?

- All Saints' Day
- Hallowmas
- All Hallows' Eve
- Halloween
- Samhain (pronounced Sa-win)

Today we are going to think about another special day that takes place at this time of year. The 2nd November is called All Souls' Day and is the day after All Saints' Day. For many Christians, it is a day to remember those loved ones that have passed away. The day is closely linked with All Saints' Day and they are both known as Hallowtide.

Some Christians believe that there is a waiting room where a person's soul may go to after they have died but before they go to heaven. During Hallowtide a Christian may pray that the souls of loved ones that have passed away arrive quickly and safely in heaven. Some Christians may go to church services, but it is also a time to visit the graveyards where their loved ones are laid to rest.

It is common for Christians to hold a vigil the night before a special day or festival.

A vigil is when someone stays awake, when they should be going to bed, to think and/or pray. Church Services often take place late at night to help people focus on the meaning of the special event that will take place the following day.

Can anyone remember which two days are celebrated during Hallowtide? Vigils will be held on the events of Hallowtide and they are why it is called Hallows Eve or 'All Hallows' Eve'. It is where we get the term Halloween.

Time to reflect

- Why is Halloween called Halloween?
- Can you describe how Halloween is linked to events in the past?
- Are there any nights that you stay up late to celebrate a special event? New Year's Eve, Bonfire night, a family birthday, Ramadan during the summer (so that you can eat after the sun has set)?

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are occasions when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



8.3 Dia De Los Muertos, Day Of The Dead

Preparation

You may feel that the theme of this week is unsuitable for some children. Please read beforehand and use at your discretion.

In Mexico there is a celebration called the 'Dia de los Muertos' or 'day of the dead'. The roots of the Day of the Dead began thousands of years ago; it is believed by some that the souls of the dead visit the Earth during the festival. Dia de los Muertos brings together the ancient South American beliefs and the Christian festivals of All Saints' Day and All Souls' Day.

For many people in Mexico it is time to celebrate the life and the death of their loved ones. They welcome the dead by making an 'altar'. The altar is a special place in the home that is decorated with candles, flowers and photos of loved ones who have passed away. Food and drink are also placed on the altar as the spirits may be hungry or thirsty after their long journey. Skulls and skeletons may also be found on the altars.

During the festival, people get dressed up in costumes and parade through the streets, dancing and celebrating to lively music. Some people get dressed up as a rich old lady called 'Catrina'. Catrina demonstrates that no matter who you are or how much money you have, we will all pass away. Decorated skulls and skull sweets are also a reminder that underneath our belongings, our beliefs and our cultures, we are all the same. The celebration is very different to Halloween; it is not a celebration of fear and there are no ghosts or witch costumes, instead the dead are honoured and welcomed. In the UK, death is a sad event and often feared, but in Mexico, death is celebrated and has its own festival.

Time to reflect

- Why do you think some people celebrate death?
- Why do some people get dressed up as Catrina?
- Why do skulls and skeletons represent all of us?

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are occasions when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*

**In 2008 the United Nations Educational, Scientific and Cultural Organisation (UNSECO) placed the festival on a list called 'Representative list of the intangible Cultural Heritage of Humanity' to demonstrate and raise awareness of human diversity. Disney Pixar's film 'Coco' is based around beliefs celebrated in this festival.*



8.4 Pumpkin

The carving of pumpkins into lanterns is a popular activity during this time of year. Has anyone got a pumpkin lantern at home? Only a few hundred years ago, pumpkins could only be found growing in North and Central America. The pumpkin harvest is in late October. Creating lanterns goes back many hundreds of years, but people didn't use pumpkins, they made lanterns out of turnips or potatoes. The lanterns were placed in windows and outside doors to frighten away evil spirits.

The following Pumpkin related world records were correct at the time of writing, Guinness World Records website has up to date and further details on each of the individual pumpkin related worlds records.

- Heaviest pumpkin – a man from Belgium named Mathias Willemijns grew a pumpkin that weighed over one metric tonne. It weighed in at 1,190.49kg (187.47 Stones), just under the weight of a Mini. The record was set on the 9th October 2016 in Germany. The pumpkin wasn't big enough for Cinderella's carriage, but it might have made a great car.
- Longest line of carved pumpkins – On the 30th October 2016, people in the city of Richland Centre in the USA created a line of 3,975 pumpkins measuring over 1 kilometre.
- Fastest 100m in a pumpkin – on the 23rd May 2013 Dimitri Galitzine, from the UK, paddled a pumpkin over 100metres in 2 min and 0.3 seconds. He carved out the middle of the pumpkin and used a kayak paddle to complete the record.
- Most pumpkins carved in one hour – on the 21st October 2014, Trevor Hunt carved 109 pumpkins on a TV show in New York in the USA.
- Largest lit pumpkin lantern display – The City of Keen, New Hampshire, USA holds an annual pumpkin festival. In October 2013 30,581 pumpkin lanterns were displayed in the town's central square and main street. The town first set this record in 1996 with 13,044 pumpkins and broke it again in 1998, 2000 and 2004.

Time to reflect

- What is your favourite pumpkin related record? Why?
- If you could break a record with a pumpkin, what would it be and why?

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are occasions when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



8.5 Trick Or Treat

There are many traditions, beliefs and celebrations that take place around the end of October and the beginning of November. Today many children go 'trick or treating'? Can anyone tell me what it is? The tradition may have its roots in a few different, much older practices connected to the different festivals. Many years ago, adults and children would visit each other's houses asking for food on All Souls' Day, in return they would pray for the soul of loved ones who had passed away. This was called 'Souling'. People in some places in Ireland still leave a soul-cake out for those that have died. Children in many parts of England would (and may still do) make a life size Guy Fawkes by stuffing old clothes with straw to burn on bonfire night. On the evenings before the 5th November they would parade their Guy, knocking on doors, asking for a 'penny for the guy' in the hope that they could collect enough money to buy fireworks. In Scotland, children would knock on doors and perform jokes or sing songs in order to earn a treat. This was called 'gaising'. Trick or treating as it is known today became popular in the USA from the 1930s onwards. Some children asked for sweets to stop them playing a trick on those living in the house, hence the phrase 'trick or treat'.

Time to reflect

This week we have heard about a number of different festivals that take place around this time of year. What facts can you remember about the following festivals? Can you think of something a person may do to celebrate these festivals?

All Saints' Day (All Hallows Day) – Some Christians pray to a saint that doesn't have his or her own feast day and some Christians may go to a special church service.

All Souls' Day – Some people remember loved ones that have passed away and they may place flowers on the grave of loved ones.

All Hallows' Eve – Some Churches hold a special service in the evening, called a vigil, for people to come and remember the Saints.

Halloween – Some people carve a Pumpkin into a lantern. Some children dress up in scary costumes and go trick or treating.

Samhain – Some people have a bonfire and honour those that have passed away.

Día de los Muertos – It is a national holiday in Mexico, people dress up as a skeleton or old lady Catrina and make an altar in their homes to loved ones who have passed away.

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are occasions when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



9.1 Diwali

Preparation

Show images of Diya lamps (Diva lamps), Diwali celebrations, the Ramayana – *There are images on the British Library's website of the Ramayana from a seventeenth century manuscript.*

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

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

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

King Dasharatha had three wives, he told Kaikeyi, his youngest and dearest wife, of his plans to make Rama the next king. Her mind had been cursed by a wicked sorceress and she was filled with jealousy. Kaikeyi wanted her son, Bharata, to be the next king. Many years before, Kaikeyi had saved Dasharatha's life. Dasharatha was so grateful that he granted Kaikeyi two wishes. Now Kaikeyi wanted her wishes granted. Her first was that Dasharatha make Bharata king instead of Rama. Her second wish was to banish Rama and his wife Sita to the forest for 14 years.

King Dasharatha was an honourable husband and king and kept his promise. Rama was an obedient son so Rama and Sita moved to the forest with Lakshmana, Rama's half-brother. Dasharatha died heartbroken and Bharata, not wanting to be king, pleaded with Rama to return, but Rama could not go back on his promise. Bharata placed Rama's slippers on the throne and governed the kingdom waiting for Rama's return.

Rama, Sita and Lakshmana settled into their new life in the forest. Ravana, the ten headed king of the demons, fell in love with beautiful Sita. He planned to kidnap Sita and take her to his island kingdom of Lanka. Ravana knew that Rama and Lakshmana loved to go hunting, so Ravana's servant Maricha disguised himself as a golden deer and tempted Rama and Lakshmana away from their home. Before Rama and Lakshmana left, Lakshmana drew a circle in the dust around Sita to protect her, Lakshmana told Sita not to step out of the circle.

Whilst Rama and Lakshmana were off hunting the golden deer, Ravana, disguised



as an old beggar asked Sita for some food and a drink. Sita, feeling sorry for the old man, stepped out of the circle. Immediately the old man turned back into Ravana. Catching Sita with his twenty arms, Ravana carried her to his flying chariot. Jatayu, a large bird and friend of Rama, tried to rescue Sita but Ravana cut of his wings and returned to his island of Lanka. Before they left, Sita managed to throw her necklace to the ground in the hope that Rama would know she had been kidnapped.

When Rama and Lakshmana returned, they found the circle empty apart from Sita's necklace. Rama called on the animals of the forest to help him find and rescue his beloved Sita. The monkeys discovered that Sita had been taken to Ravana's kingdom on the island of Lanka. It was decided that Hanuman would leap the ocean and look for Sita. Landing on the island, Hanuman searched and found Sita. Hanuman wanted to meet Ravana, so allowed himself to be captured. Demons bound him and wrapped his tail in oily rags and set them alight. Hanuman escaped, but he accidently set fire to much of the city. Hanuman told Sita that he would return with Rama to rescue her and then Hanuman returned to the main land.

Rama knowing the location of Sita, led the large monkey army on a mission to rescue Sita. First, they needed to cross the vast sea that separated them from the island of Lanka. The monkeys began throwing rocks and stone into the ocean creating a road that led them to Lanka. On the Island, Rama, Lakshmana and the monkey army battled against Ravana and his demon forces. The battle was long and hard, but eventually Rama defeated Ravana and returned to his kingdom with Sita.

The fourteen years were over and Bharata welcomed Rama and Sita back to the city, he crowned them king and queen. There was a large celebration. The people of the city welcomed Rama and Sita back by filling their houses with diva (diya) lamps as a sign of Rama and Sita's victory over the dark forces of evil. A year after their return, Rama organised a celebration with lights, fireworks, food and music. Possibly the first Diwali festival.

There are other stories and accounts that are told during Diwali like the Mahabharata or the birth and marriage of goddess Lakshmi to Lord Vishnu or the defeat of the evil demon king Narakasura. Many of the accounts celebrate the forces of good overcoming the forces of evil, like light overcoming darkness. We will continue to think about what happens during Diwali during our thoughts for this week.

Time to reflect

- What do you know about the festival of Diwali? (Think of one fact)
- What traditions do you think still continue as a result of the Ramayana? (retelling of the story, shadow puppets, special foods, lighting of the diya lamps (diva lamps).
- Why is it called a festival of light?

Reflection (Prayer)

(Dear God)

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

9.2 Lakshmi

Can anyone remember the name of the story that we heard yesterday? Who were the main characters? Can anyone freeze frame a part of the Ramayana, we will try and guess which bit it was? Can you remember how many days Diwali celebrations can last for? (five) What is the name of the moon that will 'not' appear in the middle of the celebrations? (New Moon)

Two days before the Diwali new moon, on the first day of the five-day celebrations, many Hindus will welcome the goddess Lakshmi into their homes. The day is called Dhantares. Dhan means wealth and Lakshmi is the goddess of wealth. Sita is said to have represented Lakshmi in human form and is one of the reasons why the Ramayana is told during Diwali. Many temples will have statues of Lakshmi that Hindus will decorate and worship. Some people create a shrine to Lakshmi in their homes and perform a worship ceremony called Puja in her honour. Some even put pictures of homes and cars on the altar in the hope that Lakshmi will bless them with a new house or car in the coming year. Diya lamps (diva lamps) are lit to help Lakshmi find her way to peoples' houses and the doors and windows are often left open so that Lakshmi can come and go as she pleases, blessing the houses that she enters.

People in India start the new business year at Diwali. Dhantares is a good time to set up a new business as people hope that Lakshmi will bless and help the business to be successful. People buy gold or silver storing wealth for their future and many Hindus play card games and gamble believing that Lakshmi will improve their chances of winning.

Time to reflect

- How would you sum up the actions and beliefs that are connected to Dhantares?
- How do the beliefs connected to Dhantares affect the actions of some people? What do they do because of what they believe?
- What actions do you or people you know do because of what you or they believe?

Reflection (Prayer)

(Dear God)

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



9.3 Churning The Milky Ocean

Many ancient Hindu stories involve the gods battling against the forces of darkness and evil. The Ramayana is one such account and includes Sita, the human form of the goddess Lakshmi. Can anyone remember why many Hindus will worship the goddess Lakshmi during Diwali? There are many other stories about Lakshmi, one that includes the churning of the Milky Sea.

It was the responsibility of the warrior god Indra, to protect the world against the demons and the forces of evil. He was confident, but his confidence turned into arrogance. What is confidence? (Believing you can do something.) What is arrogance? (Thinking you're better than others or being too confident.) A wise man placed a garland of flowers around Indra's shoulders as a sign of respect. Indra's arrogance got the better or him and he threw the flowers to the floor. Upset about Indra's actions, Lakshmi left the world of the gods and entered into the Milky Ocean. Lakshmi was the goddess of success, without Lakshmi the gods began to lose their power and the forces of evil began to grow stronger.

People became greedy and darkness began to spread throughout the world. Worship to the gods stopped and the gods continued to become weaker. Indra, desperate to regain his power and fight the forces of darkness, asked Lord Vishnu how they could regain their power. Vishnu was one of the most important gods and Lakshmi's husband.

Vishnu told Indra that the gods would need to churn the Milky Sea. (Churning is a word similar to stirring, but rather than mixing things together, churning separates, for example, butter is made by stirring and churning cream separating the butter from the butter milk.) Vishnu said that churning the Milky Sea would release special powers for the gods and that Lakshmi and her blessings would return. The gods would again be strong enough to defeat the forces of evil.

The forces of evil wanted the special powers for themselves. For a thousand years the gods and the demons both churned the Milky Sea. Eventually Lakshmi rose from the ocean standing on a lotus flower. Other treasures began to rise including the elixir of eternal life that returned power to the gods. The gods regained the upper hand over the forces of darkness and evil.

Time to reflect

- What are the lessons that can be learned from this account?
- What does it teach Hindus about Lakshmi?
- What does it teach about arrogance?

Reflection (Prayer)

(Dear God)

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



9.4 Sikh Diwali

Preparation

Show an image of the The Golden Temple – Amritsar

Diwali is a very diverse festival. There are different stories that are told and different practices that are celebrated depending on where people live and the traditions that have been passed down from one generation to another. Diwali is a festival that is celebrated by many Hindus, Sikhs and Jains (and others). Today we are going to explore why Diwali is important to Sikhs.

Sikhs remember a number of important events during their Diwali celebrations. An important Sikh called Guru Hargobind was released from prison in 1619AD/CE. According to Sikh tradition an Emperor called Jahangir had placed Guru Hargobind and 52 Hindu princes in prison. On the release of Guru Hargobind, the guru pleaded with the emperor to release the princes also. The emperor said that only those who could hold onto the edge of the guru's cloak would be released. Guru Hargobind had a cloak made with 52 pieces of string hanging from its edge. Guru Hargobind left the prison with the 52 princes holding on to his cloak. Sikhs celebrated the return of Guru Hargobind by placing lights around the Golden Temple. The Golden Temple in Punjabi city of Amritsar has been decorated with lots of lights to this day.

Time to reflect

- How did Guru Hargobind outsmart Emperor Jahangir?
- What do you think Sikhs visiting the Golden Temple during Diwali would see?
- What would it be like to be a Sikh visiting the Golden Temple during Diwali?

Reflection (Prayer)

(Dear God)

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



9.5 Feast For The Senses

Have you ever heard the phrase, a feast for the senses? What do you think it means? How many senses do we have? Can you name them? Like a feast refers to lots of food, a feast for the senses usually refers to events that have lots of different things going on that will affect your various senses.

The Hindu worship ceremony, called puja, has something for all the senses. During Diwali, many Hindus will create a shrine to Lakshmi in their homes. They may perform a puja in honour of Lakshmi.

Sound – The ears will hear the sound of a small bell letting god know that worship has begun.

Sight – The eyes will see the fire of the diva lamp, a sign of god's presence.

Smell – The nose will smell the aroma of incense from joss sticks as they clean and purify the air.

Touch – Fingers will feel the red powder, used to mark the forehead of statues of gods as a sign of respect.

Taste – Have you ever been able to taste the air? During a puja the air may taste of turmeric and joss sticks. There will be lots of food to taste during the rest of the Diwali celebrations.

As well as the puja, many practices will impact on the senses. Special Diwali recipes, rows of diva lamps, the sound of fire crackers and fireworks, the smell of incense at home and in the temples are just a few of the many traditions and practices that will provide a Diwali feast for the senses.

Time to reflect

- Can you think of how festivals or celebrations that you take part in impact on the five senses? Sight, hearing, smell, taste and touch?

Reflection (Prayer)

(Dear God)

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



10.1 Sacrifice Remembered

Preparation

Find and show a digital image of the Victoria Cross.

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 placed in special places in villages, towns and cities all over the UK. Mention if your school was/is involved in a Remembrance Day parade.

Does anyone know why Remembrance Day is on the 11th of November each year? At 11 o'clock, on the 11th day of the 11th month in 1918, World War 1 came to an end. 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. Remembrance Day is the day when we remember the ultimate sacrifice that soldiers made fighting for their country in World War 1 and in other conflicts.

Does anyone know what the word sacrifice means? The word sacrifice means to give up something important for the sake of something else. The term 'ultimate sacrifice' is sometimes used to describe when someone dies to help others, like soldiers giving up their lives during times of war. Remembrance Day provides an opportunity for us to remember the sacrifice that soldiers made for their friends, their families and for their country.



What awards and rewards do we have in school? How do we, as a school, reward good behaviour, attendance, helpfulness or achievement? (Highlight your schools awards). There are rewards for soldiers and service men and women who have shown bravery whilst in battle. Sacrifice and bravery very often go together. There are many accounts of brave soldiers that helped others even though they were in great danger. They were prepared to sacrifice their own lives in order to save others. Does anyone know what these rewards are called and what soldiers or service personnel will receive in recognition of their bravery? "Medals for gallantry or distinguished conduct". Like our rewards at school, there are various medals that are awarded for various achievements in the armed forces.

The Victoria Cross is the highest award for bravery that can be given to someone born in Great Britain or the commonwealth. It can be given to anyone that has demonstrated extreme bravery in the 'presence of the enemy.' The Victoria Cross was the first award that recognised the bravery of ordinary British service men (not just officers) and it was first awarded by Queen



Victoria in 1856. The first act of bravery that was thought worthy of the Victoria Cross took place at sea, on a British Navy ship called HMS Hecla (pronounced Hek-la) on 21st June 1854. Charles Davis Lucas was a twenty-one-year-old shipmate having joined the navy when he was only a young teenager. The HMS Hecla was attacking a Russian stronghold on the Island of Aland, off the coast of modern-day Finland.

During the attack, a live shell (cannon ball), shot from a cannon on the island landed on the deck of HMS Hecla. It had not yet exploded. Charles picked up the shell with its fuse still burning and walked to the edge of the ship. He dropped the shell over the side and it exploded as it hit the water. Charles knew what would have happened if the shell had exploded on board the ship. I'm sure he was aware of the consequences of the shell exploding whilst he was holding it yet he was prepared to sacrifice himself to save his ship and his shipmates.

Charles received his medal three years later at an award ceremony in Hyde Park, London. Queen Victoria presented sixty-two men with a Victoria Cross. The metal used to make the Victoria Crosses is said to have come from Russian cannons captured during the war. 523 Victoria Crosses were awarded between 1854 and the beginning of the First World War. 628 Victoria Crosses were awarded during the First World War. 181 Victoria Crosses were awarded for acts of bravery during the Second World War. 15 Victoria Crosses have been awarded since the end of the Second World War to the present day. (Correct at the time of writing, up to date information can be found on Hancocks of London's website, the makers of the Victoria Cross).

In the UK, we have chosen to remember the end of World War 1, and because we have chosen to remember it means that we think it is something that we shouldn't forget. There are many accounts of bravery and sacrifice during the history of the Victoria Cross. Remembrance Day is an opportunity to remember the brave men and women who fought and died during times of war. It is a day to remind ourselves of why some people sacrificed their lives.

Time to reflect

- Why is it important to remember?
- Do you know any accounts of bravery and sacrifice?
- Can remembering other people's sacrifice help us to work for peace?

Reflection (Prayer)

(Dear God)

We know that Remembrance Day is the day we set aside to think of those who died in war. We are thankful for the relative peace we have enjoyed in the UK in the years after World War 2 up until now. We pray for peace in places around the world that are at war now. Help us all to learn the lessons from the actions of the past. Help us to change the bad and repeat that which is good. *(Amen)*



10.2 Noel Godfrey Chavasse VC

Can anyone remember the name of the award for bravery that we heard about yesterday? Can anyone remember why Remembrance Day is on the 11th of November each year? At 11 o'clock, on the 11th day of the 11th month in 1918, World War 1 came to an end. 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. Remembrance Day is the day that we remember the ultimate sacrifice that soldiers made fighting for their country in World War 1 and in other conflicts. 628 Victoria Crosses were awarded during the World War 1. In the history of the Victoria Cross, only three people have received the honour for two separate acts of bravery. One of these men received his Victoria Cross for acts of bravery during World War 1.

Noel Godfrey Chavasse and his twin brother Christopher, were born in Oxford in 1884. Noel was a doctor and a British Army Officer. Noel and Chris ran for Great Britain in the 1908 Olympics in London taking part in the 400 metre heats. Noel finished third and Chris second but their times weren't good enough to get through to the final race. Noel served as an army doctor in France during World War 1. He received his first Victoria Cross for bravery shown on 9th August 1916 during an attack on the French village of Guillemont. Noel worked hard to treat wounded men on the battle field. He stayed on the battlefield throughout the night and the following day even though the attack had finished. Noel was wounded in the back, but continued to help the injured. He even led a rescue party to save three men wounded not far from the German lines.

Noel was awarded his second Victoria Cross for his bravery and self-sacrifice during heavy fighting in Belgium in the summer of 1917. Noel was severely injured early in the action but continued to treat and help other wounded soldiers. For two days he went out to find and help casualties on the battle field. Even though he was wounded, Noel carried a number of badly injured men back to the trenches. Noel was again seriously wounded by an explosion from enemy fire near his dugout at 3 o'clock on the morning of the 2nd August 1917. He passed away two days later from his injuries at a military hospital. His father was presented with Noel's second Victoria Cross (a bar to be worn above the first medal) towards the end of 1917.

Time to reflect

- Why was Noel Chavasse brave?
- Is it important to remember accounts like those of Noel's bravery?
- What can we learn from these accounts during times of Remembrance?
- There is a Help for Heroes recovery centre named after Noel Chavasse VC.

Reflection (Prayer)

(Dear God)

We know that Remembrance Day is the day we set aside to think of those who died in war. We are thankful for the relative peace we have enjoyed in the UK in the years after World War 2 up until now. We pray for peace in places around the world that are at war now. Help us all to learn the lessons from the actions of the past. Help us to change the bad and repeat that which is good. *(Amen)*



10.3 Parkash Singh VC

Can anyone remember why Noel Chavasse VC received two Victoria Crosses? When someone receives a Victoria Cross, they can write VC after their name. What do you think the VC stands for? There is a Help for Heroes recovery centre that helps injured service men and women that is named after Noel, it is called Chavasse VC house. The Victoria Cross is awarded for acts of bravery in the presence of an enemy for anyone in the commonwealth. The 'Commonwealth' is the name given to the countries that used to be part of the British Empire. Can anyone name a commonwealth country? There were many soldiers fighting on the side of the British during World Wars 1 and 2 that came from commonwealth countries. Today we are going to think about one of those commonwealth soldiers that has VC after his name.

Havildar Parkash Singh came from the Punjab, in Northern India. Parkash was the first of four Sikhs that received the Victoria Cross during the Second World War fighting for the British Empire. On the 6th January 1943 Parkash and his platoon of small armoured vehicles came under attack by a Japanese patrol. The armoured vehicle carrying the commanding officer was hit, wounding those on board. The command of the platoon was passed to Parkash. Two other armoured vehicles became stuck. Under attack, Parkash decided to rescue the stranded men. His own gunner was wounded but Parkash continued to drive towards the enemy with one hand operating the gun whilst steering the vehicle with the other hand. He safely rescued eight men from the stranded vehicles.

A couple of weeks later Parkash's battalion came under attack by the Japanese army. Several of the armoured vehicles were destroyed including the Platoon commander's. The battalion began to retreat leaving behind the men and the vehicles that had been destroyed. Brave Parkash decided to see if any of the men were still alive, he drove whilst under intense enemy fire to the commander's vehicle. With men too wounded to be carried, Parkash used a chain to tow the damaged vehicle to safety.

Time to reflect

- Why was Havildar Parkash Singh brave?
- Is it important to remember accounts like those of Parkash's bravery?
- What can we learn from these accounts during times of Remembrance?

Reflection (Prayer)

(Dear God)

We know that Remembrance Day is the day we set aside to think of those who died in war. We are thankful for the relative peace we have enjoyed in the UK in the years after World War 2 up until now. We pray for peace in places around the world that are at war now. Help us all to learn the lessons from the actions of the past. Help us to change the bad and repeat that which is good. *(Amen)*



10.4 A Mother's Hands

This week we have been thinking about bravery and sacrifice. Remembrance Day provides an opportunity to think about the bravery and sacrifice of the men and women of the armed forces during times of war. Acts of bravery and sacrifice take place all the time by ordinary people.

Tom had never really liked bringing his friends back home, nor had he liked his mum holding his hand when she walked him to school. His mum had scarred hands, and Tom found them a bit embarrassing. If friends did come over, he would take them straight to his bedroom away from his mum. One day over breakfast he asked her why her hands were so 'ugly'. His mum began to tell him a story about when Tom was a baby. They lived in a different house in a different town back then. A fire had begun in the bedroom; some faulty wiring had sparked and set alight to some clothes. Tom's mum was downstairs in the kitchen when she heard the fire alarm. Tom was upstairs in his cot having an afternoon nap. Tom's mum ran upstairs but by this time the fire had spread to the landing outside Tom's bedroom door. Wrapping her hand in a towel, Tom's mum battled the flames to rescue her young son. The scars on her hands were the result of saving Tom's life. Tom felt so guilty about feeling embarrassed, from then on when his friends came round he would proudly tell them how his mum's hands became so scarred.

Time to reflect

- Why was Tom embarrassed about his mum's hands?
- When Tom's mum told him about the fire why did he feel bad about being embarrassed?
- Why was Tom's mum brave?
- How does this story show the importance of sacrifice?
- How does this story show the importance of remembrance?

Reflection (Prayer)

(Dear God)

We are grateful for those in our community that have sacrificed their time, their money and their energy to support and help us. Help us and our community to care enough that any sacrifice will seem small when compared to the happiness it brings to our lives. *(Amen)*

Copyright information: Mothers Hands adapted from Mother's Hands by Arthur S. Maxwell, Uncle Arthur's Bedtime Stories. Hagerstown, MD: Review and Herald Publishing Assoc., 1966. Vol. 13, pp. 9–13.



10.5 Everyday Bravery And Sacrifice

This week we have been thinking about bravery and sacrifice. Remembrance Day provides an opportunity to think about the bravery and sacrifice of the men and women of the armed forces during times of war. Yesterday we heard about an act of bravery and sacrifice that saved the life of a baby boy. Why was Tom proud to tell everyone about his mum's hand when he knew the full story?

Every day people make choices to sacrifice something important for the sake of someone or something else. Athletes sacrifice a 'lie in bed' to get up early and train. Parents sacrifice their time and money for the sake of their children, maybe take on extra work to pay for university fees. People give their hard-earned money to charities to help others that are in need. You might give up your time (on the Xbox) to help mum or dad with a chore. If we were to think about our school community, are there actions that you or others could give up that would make school a better place? Some actions are clearly bad, like saying nasty things to each other or stealing other people's belongings. Those things we really do want to get rid of. But we may want to sacrifice things that are important to us for the sake of our community. You may wish to let someone else have the last bit of cake and custard at dinner time, or you may sacrifice time playing to make sure that you go and ask someone in the playground who looks sad if they are okay. As the saying goes, 'if something is worth doing, it is worth doing well', and that will probably mean sacrificing time and energy.

Time to reflect

- What have people sacrificed for you?
- What have you sacrificed for others?

Reflection (Prayer)

(Dear God)

We are grateful for those in our community that have sacrificed their time, their money and their energy to support and help us. Help us and our community to care enough that any sacrifice will seem small when compared to the happiness it brings to our lives. *(Amen)*



11.1 Dickins Medal

Preparation

Find and show an image of the Dickins Medal.



Can anyone tell me what the word 'gallantry' means? Gallantry is another word for bravery, it is often used to describe the brave actions that are shown on the battle field in times of war. Can anyone recall the highest honour a British citizen or member of the commonwealth can receive for gallantry? The Victoria Cross was first given for brave acts during the Crimean War in the 1850's, but it isn't just soldiers that can receive medals for gallantry.

The Dickin's Medal is a gallantry medal that has been awarded to brave animals since 1943. 33 dogs, 32 pigeons, 4 horses and 1 cat have received the Dickin's Medal. (Correct at time of writing, the PDSA's Dickin's Medal website has up to date information.) The Dickin's Medal was introduced during the Second World War by Maria Dickin CBE and is still presented today by the charity that she set up called 'The People's Dispensary for Sick Animals' (PDSA). Dispensary is a word that is used to describe a veterinary or doctors' clinic or surgery.

Maria was born in London in 1870. She was horrified by the suffering of animals in some of the poorer areas in London. People couldn't afford to pay for vets to help their sick animals and so many animals suffered. In 1917, during World War 1, Maria set up 'The People's Dispensary for Sick Animals' with one volunteer vet. The PDSA provided free treatment to sick animals. The need was so great that within five years Maria had set up seven dispensaries in London. By the 1940's there were dispensaries in many towns and cities across England.

Many animals were and are still used during war time. Does anyone know how animals are used, or have been used by our armed forces? Horses for soldiers and officers to ride; in past wars horses carried gun carriages. Pigeons used to carry information from the frontline back to headquarters to let officers know how the battle was going. Dogs are used to find people stuck in collapsed buildings or to protect army bases. Cats have been kept on ships to kill mice and rats. Maria had heard accounts of bravery shown by animals during the Second World War. She decided to introduce a special medal specifically awarded to brave animals in war.

The Dickin Medal is a large bronze medal with the words "For Gallantry" and "We Also Serve" written on it. It has a green, dark brown and sky-blue ribbon that represents water, earth and air, these symbolise the navy, army and RAF and the naval, land and air forces of other countries. The medal has been awarded to 70 animals. Correct at time of writing, the PDSA's Dickin's Medal website has up to date information. The first three medals were awarded on the 2nd December

1943 for the actions of three pigeons in three separate acts of bravery. These are the accounts of their bravery. All three pigeons served with the National Pigeon Service. Over 200,000 pigeons served during the Second World War. Homing Pigeons are called 'homing' because they are very good at being able to find their way home. They can fly great distances, at speeds of about 50 mph, and still be able to find their home. The armed forces used them to carry coded messages to their homes in Britain and their owners would pass the messages to those who needed them.

Winkie, service number NEHU.40.NS.1 served with the flight crew aboard a RAF Beaufort Bomber. On the 23rd February 1942 the bomber was hit by enemy fire and was badly damaged over Norway. The plane crashed into freezing waters. Just before the aircraft ditched into the sea, one of the four crew members managed to release Winkie in the hope that she would fly home and alert the air base as to the crash. Winkie flew 120 miles back to her owner, near Dundee who informed the RAF. The crew didn't have time to place a message on Winkie, but taking into account wind speed, the amount of time Winkie had been flying and even the impact of the oil on her feathers to calculate her wind speed, the RAF were able to find the four survivors within 15 minutes of Winkie getting home.

White Vision, service number SURP.41.L.3089, was posted to RAF No. 190 Squadron on the Shetland Islands. On the 11th October 1943 she delivered a message that saved eleven crew members from a plane that was forced to ditch off the coast of Scotland. The plane's radio was out of action so the crew sent White Vision back to the main land with a message explaining where they had crashed back to the main land. White Vision flew sixty miles through the storm back to her pigeon loft. All eleven crew members were rescued having spent eighteen hours at sea.

Tyke (also known as George), Service number 1263 MEPS 43, served with an American bomber crew. In June 1943 the airplane suffered mechanical problems and ditched into the Mediterranean Sea. The crew released Tyke, flying over 100 miles through heavy rain and fog to deliver the message and saving the lives of the crew.

32 pigeons have received the Dickin Medal for the part they played in the Second World War. The PDSA Dickin Medal is still awarded to animals that have shown bravery during times of conflict. The Dickin medal is often referred to as the animals VC (Victoria Cross). This week we are going to hear about the acts of bravery from other animals during times of war.

Time to reflect

- How would you define bravery? Can you think of other words that help us to understand the meaning of the words 'bravery' and 'gallantry'?
- How would you feel if your life was saved by one of these three pigeons?
- How can people show bravery today?

Reflection (Prayer)

(Dear God)

We are thankful for the examples of bravery that remind us of the selfless actions of others. We think of how grateful the airmen must have felt having been rescued by the actions of these three pigeons. May these accounts remind us to be grateful for the actions of those that help us and to help others with our actions. *(Amen)*

11.2 Chips

Can anyone remember the name of the medal that we heard about yesterday? Why is it sometimes called the animal VC? It is awarded to some animals that have shown great bravery during times of war and conflict. What were the names of the first three pigeons to receive the Dickin Medal? (Winkie, White Vision and Tyke)

This morning we are going to hear about the heroic actions of a dog that earned him the Dickin Medal. Chips was a husky-crossbreed that was donated to the army when the US joined World War 2 in December 1941. After his training, Chips and his handler, Private Rowell, were sent to Morocco in North West Africa. He met Prime Minister Winston Churchill and the US President Franklin D Roosevelt whilst on protection duties at a special meeting in the Moroccan city of Casablanca.

In 1943, Chips and Private Rowell were sent to Sicily (an island just South of Italy) as part of an invasion force to take control of the island. The invasion was called Operation Husky. During the night, on the 10th July, Chips lead his platoon on to the shore of the island. A German machine gun began firing at the US forces on the beach from a nearby hut. Chips, broke free from his handler and ran towards the hut. Chips grabbed the machine gun by the barrel and pulled it off its mount and then attacked the German soldiers inside. Four German soldiers quickly surrendered due to the heroic actions of Chips.

Chips saved the lives of many men in his platoon. Later that year Chips was awarded two medals, the Distinguished Service Cross for 'extra heroism in action' and the US Silver Star (the United States medal for bravery). Unfortunately, the medals were taken away from Chips after the US army received complaints about medals being given to animals. The men of his platoon unofficially awarded Chips a medal for his time in the army. They gave Chips eight battle stars, one for each of his campaigns. After the war Chips returned to the US to live with his family.

The PDSA awarded Chips the Dickin Medal on the 15th January 2018, 75 years after Chips met Prime Minister Winston Churchill and President Roosevelt. The award was presented at Churchill War Rooms, in Casablanca, Morocco.

Time to reflect

- Do you think Chips' bravery helped the soldiers to feel brave?
- How would you feel if Chips saved your life?

Reflection (Prayer)

(Dear God)

We are thankful for the examples of bravery that remind us of the selfless actions of others. We think of how grateful the US soldiers must have felt knowing Chips was there by their side. May these accounts remind us to be grateful for the actions of those that help us and to help others with our actions. *(Amen)*



11.3 Sergeant Reckless

Can anyone recall the brave actions of Chips in World War 2? Why did he receive the Dickin Medal for gallantry?

Reckless was a horse that was trained to carry ammunition during the Second World War. She served as a US Marine in the Korean War carrying bullets and explosive shells from the supply points to the firing sites. In March 1953, on a day of fierce fighting, Reckless made 51 ammunition trips. She carried wounded soldiers down the side of a mountain to safety before heading back into the battle. She was wounded twice, but continued to save the lives of Marines injured in the battle. As a result of her actions on that day, Reckless was promoted to Sergeant.

The Marines that served alongside Sergeant Reckless loved and admired her. They looked after and cared for her often throwing their own flak jackets (like a bullet proof vest) over Reckless to protect her from incoming fire.

Time to reflect

- Why do you think the Marines cared so much for Reckless?
- Do you think the bravery of Reckless helped the soldiers to feel brave?

Reflection (Prayer)

(Dear God)

We are thankful for the examples of bravery that remind us of the selfless actions of others. We think of how grateful the wounded US soldiers must have felt knowing Sergeant Reckless was there to help them. May these accounts remind us to be grateful for the actions of those that help us and to help others with our actions. *(Amen)*



11.4 Warrior The War Horse

Can anyone remember the name of the horse that we heard about yesterday? Why was Reckless promoted to Sergeant?

The Dickin Medal was introduced in 1943 during which World War? Millions of animals served during World War 1 but the Dickin Medal only recognised the bravery demonstrated by animals from the Second World War to the present day. In 2014 a Dickin Medal was awarded to 'Warrior', a World War 1 horse. Although the medal was awarded to just one horse, it also represented all the animals that served during the First World War.

Warrior arrived at the Western Front in early August 1914 (at the beginning of the war). He remained on the front line until the end of the war, returning home to the Isle of Wight during the Christmas of 1918. During his time on the front line, Warrior had to be dug out of thick mud at the battle of Passchendaele and was twice trapped under burning beams at his stables. He charged at the enemy many times and received several injuries whilst serving.

Warrior's medal has the inscription:

WARRIOR
FOR GALLANTRY
HONOURING ALL ANIMALS
THAT SERVED IN WW1
1914–1918

Time to reflect

- Can you imagine how scary it was to ride into battle?
- How can one animal represent the bravery of millions?
- Can one act of bravery, encourage others to be brave?

Reflection (Prayer)

(Dear God)

We are thankful for the examples of bravery that remind us of the selfless actions of others. We think of all those, including the animals, that served, lived and died during times of war. May these accounts remind us to be grateful for the actions of those that help us and to help others with our actions. *(Amen)*



11.5 Bravery At Home

This week we have heard many accounts of brave animals that earned the Dickin Medal whilst in action during war time. During World War 2 many animals demonstrated their bravery whilst serving, helping and protecting those still in Britain.

Between September 1940 and May 1941 German planes began bombing British cities and coastal ports. This quickly became known as the 'Blitz'. 'Blitz' is the German word for 'lightening'. The bombing destroyed shops, factories and houses in towns and cities across Britain. Many animals helped during the bombing raids at home, police horses helped to control and direct panicking people as they looked for shelter. Search and rescue dogs would search for and rescue survivors buried in the collapsed buildings.

Three London Police horses were awarded the Dickin Medal for their bravery during bombing raids. Olga was on duty controlling traffic and helping with rescue operations when a window crashed right in front of her, she bolted but didn't get far before she turned and returned to her duties. A bomb exploded near another horse called Upstart. Upstart didn't show any sign of being scared and remained calm to continue his duties controlling the traffic whilst the incident was being sorted out. Regal was another horse that demonstrated calm under extreme conditions. His stables caught fire twice during bombing campaigns. Even though Regal was close to the flames, covered in debris and received minor injuries he showed no signs of panic.

Thirty-three dogs have received the Dickin Medal (correct at time of writing, the PDSA's Dickin's Medal website has up to date information). Seven of them received the award for their bravery demonstrated whilst searching for and rescuing survivors in bombed and collapsed buildings at home during the Second World War. Beauty, Irma, Jet, Peter, Rip, Thorn and Rex all served in British towns and cities bravely saving lives.

This week we have only found out about a few of the many brave animals that have received the Dickin Medal for gallantry. There are many more accounts, like Rob the parachuting dog, Judy, a dog taken prisoner by the Japanese and Simon the seafairing cat. All their stories can be found on the PDSA website.

Time to reflect

- How would you feel if you were found and rescued by a search and rescue dog?
- Would you be scared if a bomb went off near you? Do you think Regal and Upstart showed real courage?
- Can you think of other words that help us to understand the meaning of 'bravery' and 'gallantry'?

Reflection (Prayer)

(Dear God)

We are thankful for the examples of bravery that remind us of the selfless actions of others. May these accounts remind us to be grateful for the actions of those that help us and to help others with our actions. *(Amen)*



12.1 St Andrew's Day

Does anyone know what the UK or the United Kingdom is? The UK is the collective name we give the four nations of England, Scotland, Wales and Northern Ireland. What is Great Britain? Great Britain refers to the three nations of England, Scotland and Wales. What are the British Isles? The 'British Isles' is a geographical term relating to the whole group of Islands of Great Britain and Ireland, including Northern Ireland. The nations in the United Kingdom each have a patron saint. Can anyone tell me the name of the patron saints for England, Ireland, Scotland and Wales?

England's patron saint is St George, Ireland's patron saint is St Patrick, Scotland's patron saint is St Andrew and Wales' patron saint is St David. Can anyone tell me what a patron saint is? A patron saint is a person regarded as the special guardian or protector of a group of people. Two more notable patron saints are St Vincent de Paul the patron saint of hospitals and St Michael the Archangel the patron saint of the police.

Today we will be thinking about St Andrew, the patron saint of Scotland. St Andrew's Day is on 30th November each year and is Scotland's national day. St Andrew was a disciple of Jesus and born in Galilee in modern day Israel around two thousand years ago. The Bible describes Andrew as a fisherman and the brother of Simon. Later Jesus changed Simon's name to Peter and Peter became the leader of the disciples after Jesus went up to heaven. St Andrew was the first person Jesus called to be one of his disciples and St Andrew introduced Simon to Jesus. In the Greek Orthodox church, St Andrew is known as 'Protokletos' which literally means 'the first called'.
St Andrew is not only the patron saint of



Scotland. Greece, Russia, Barbados and some other countries have St Andrew as their patron saint. He is also the patron saint of singers, fishermen and sore throats.

Like St George's Day, St Patrick's Day and St David's Day, the date of St Andrew's Day was chosen because according to Christian tradition, it was the day that St Andrew died. What is the symbol of Christianity? The Bible describes Jesus dying on a cross. The Romans used crucifixion as a punishment. Hanging people on a cross was a horrible way of getting rid of people that the Romans thought were dangerous to the peace of the Roman Empire. On the 30th November 60AD/CE the Romans crucified St Andrew on an X shaped cross. Like St Andrew, many Christians were killed by the Romans for following the teachings of Jesus. The Scottish flag, called the Saltire, has a white X shaped cross on a blue background representing how St Andrew died.

During his life St Andrew travelled far and wide telling other people about the teachings of Jesus and spreading the message of Christianity. He was born in Bethsaida, a fishing town in Galilee in modern day Israel but he was crucified in



Greece, in the city of Patras over 1600 miles (2700km) away. It takes just over 830miles (1330km) to travel from the bottom to the top of the UK mainland (Land's End to John O'Groats). St Andrew travelled at least twice that distance without the aid of a car or an aeroplane. During his life St Andrew travelled far and wide and legend has it that his bones continued to travel long after his death. The bones and the belongings of saints were really important to Christians in the early church. These relics were a reminder of the past and may have given other Christians courage when they faced difficult times.

St Andrew was crucified and buried in Patras in 60AD/CE. According to one legend his bones remained in Patras for around 250 years. A Greek monk, called St Regulus (also known as St Rule) looked after St Andrew's relics including his bones. An angel appeared to St Regulus in a dream and told him to hide some of the bones and relics. A few days later Emperor Constantine, a Roman Emperor who looked favourably on Christians, came and collected St Andrew's relics and moved them to the city of Constantinople (now Istanbul in Turkey). After Emperor Constantine had gone the angel revisited St Regulus telling him to get on a boat and go west with the bones he had hidden. St Regulus was told that he would be shipwrecked and that he should build the foundations of a church when he manged to get ashore. St Regulus was told that many people would journey (on pilgrimage) to the church. St Regulus's boat was caught in a storm and ran aground by the village of Kilrymont which later became the city of St Andrew's. In the legend, St Andrew appeared to the local ruler promising him victory over his enemies, the local ruler allowed St Regulus to build the church as a resting place for the hidden bones and relics of St Andrew.

According to another legend, St Andrew's bones were brought to Scotland by Acca, Bishop of Hexham (nr Newcastle) around 732AD/CE. One hundred years later a battle took place between King Athelstan of Northumbria and King Angus mac Fergus, ruler of the people who lived in North and East Scotland. St Andrew appeared to Angus in a dream and promised him victory. During the battle a saltire cross could be seen in the sky and Angus' army won. Whilst both of these stories are legends, St Andrew did become the centre of Christian life in Scotland in 908AD/CE and a place of pilgrimage for people from all over the world. We will continue to think about St Andrew and St Andrew's day in our thoughts for the day throughout this week.

Time to reflect

- Why do you think St Andrew travelled as far as he did?
- Why is he the patron saint of Scotland?
- Are there any places you have visited that are important to you and your family?

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are times when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



12.2 The Bones Of St Andrew

Can anyone remember the name of the saint that we thought about yesterday? Can anyone remember why he is important to the country of Scotland? Tradition suggests that six of St Andrew's bones were brought to Scotland, possibly by St Regulus or Acca, Bishop of Hexham. A tooth, an arm bone, a kneecap and three fingers. They were kept at a church in St Andrew's. St Andrew's became an important place of pilgrimage. Does anyone know what a pilgrimage is?

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

St Andrew's bones were taken from St Andrew's in the 15th century. What is believed to be St Andrew's shoulder blade was sent to Scotland by the Arch Bishop of Amalfi in Italy in 1879 and can still be seen in St Mary's Catholic Cathedral in Edinburgh. The city of St Andrew's and the National Shrine of St Andrew in Edinburgh are still places of pilgrimage for some Christians today.

Time to reflect...

- Why did St Andrew's become an important place for Christians to visit?
- Why do you think that Christians would travel long distances, (now and before the invention of planes and cars) to see the bones and relics of Jesus' disciples and other saints?

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are times when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



12.3 The Saltire

Preparation

Find and show an image of the Saltire flag

Can anyone remember the name of the saint that we have been thinking about this week? Can anyone remember why he is important to the country of Scotland? The feast of St Andrew has been celebrated in Scotland for over a thousand years but St Andrew didn't become Scotland's patron saint until 1320 with the 'Declaration of Arbroath'. The Declaration was a letter from the leaders of the Scottish people to the Pope in Rome asking him to declare Scotland as an independent country, able to make its own laws and rules. The declaration meant that Scotland didn't need to obey the rules and laws of the English king. In Scotland, St Andrew's day is an opportunity to celebrate all things Scottish.

Flying the Flag

Can anyone remember the name of the Scottish flag? The Saltire is flown on flagpoles across Scotland during St Andrew's day celebrations. Can anyone remember the legend that included the Saltire and a battle?

According to this legend, St Andrew's bones were brought to St Andrew's by Acca, Bishop of Hexham (nr Newcastle) around 732AD/CE. One hundred years later a battle took place between King Athelstan of Northumbria and King Angus mac Fergus, ruler of the people who lived in north and east Scotland (including St Andrew's). St Andrew appeared to Angus in a dream and promised him victory. During the battle a white saltire cross could be seen against the blue sky. The sight of the saltire together with King Angus' dream encouraged the Scots and they defeated King Athelstan and his army.

Time to reflect

- Have you seen a Saltire flag (other than in a picture)?
- Do you know any other legends about other patron saints?
- What would you like to find out about the images and colours on the flags of the home nations?

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are times when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



12.4 Thistles And Kilts

Preparation

Find and show images of a thistle, Kilt and Sporran

Can anyone remember the legends that link St Andrew and the Saltire with Scotland? Today we are going to think about other symbols of Scotland that are important during St Andrew's day celebrations.

National Flower

Does anyone know what the national flowers are of the home nations? The national flower of England is a rose, Wales has the daffodil and Ireland's is a shamrock. Scotland has the thistle. In 1470 King James III issued silver coins with a thistle on them, this was first time a thistle was used as a royal symbol of Scotland. But why is the thistle important?

In 1263, according to legend, King Haakon of Norway attacked Scotland. His ships landed at the coast town of Largs near Glasgow under the cover of darkness. King Haakon wanted to sneak up on the sleeping Scots, so he ordered his men to take off their shoes. Fortunately for the Scots, one of King Haakon's men stood on a thistle and cried out in pain. The Scots defeated King Haakon and his army.

National Dress

Does anyone know what is traditionally worn by men in Scotland? Male traditional clothing is made up of a tartan kilt, a sporran, a sgian dubh (a small knife), kilt hose (long white socks and ghillies (traditional shoes)). Kilts were originally worn by people from the Highlands (in the North West of Scotland). They would have been made out of very long, thick tartan material and wrapped around the waist with the remaining cloth worn over the shoulder and pinned.

Time to reflect

- Do you know the flowers, clothes, foods, music, instruments, dances etc… that are important in the countries you or your families come from? (Google them)

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are times when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



12.5 Haggis, Neeps And Tatties

Preparation

Find and show images of Haggis, Neeps and Tatties

National Foods

Can you name any national foods of the home nations?

England – Roast Dinner, Fish and Chips, Full English Breakfast

Ireland – Irish Stew, soda bread, boxty (potato cakes)

Wales – Welsh Rarebit, bara brith, Cawl, Welsh cakes

Scotland – Haggis, neeps and tatties. Haggis is made from lamb or beef mixed with oatmeal and seasoning. Neeps are mashed turnips and Tatties are potatoes, usually mashed.

Time to reflect

This week we have been thinking about the patron saint of Scotland and events that take place to celebrate St Andrew's Day. Can anyone answer these questions?

- When did St Andrew live and when was he born?
- What is he famous for?
- Where and how did he die?
- What legends are connected with St Andrew's in Scotland?
- What is the Scottish flag called?
- What is the national flower of Scotland? Is there a legend linked to the thistle?
- What is the national dress of Scotland?
- What is the national dish of Scotland?

The 30th November is St Andrew's feast day and St Andrew is remembered by many Christians all over the world. For many Scottish people, St Andrew's day is also a day to celebrate being Scottish. Scottish people that have moved to other countries celebrate St Andrew's day to remind them of their history and heritage.

Reflection (Prayer)

(Dear God)

We are thankful for events and celebrations that take place in our communities. They are times when we can spend time with our families and our friends. They are also times when we can reflect on what is important to us. Help us to enjoy our celebrations of the past. *(Amen)*



13.1 Another Joseph's Dreams (Advent)

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

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

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

A famous Saint called Francis of Assisi is possibly the first person to create a 'real' nativity scene over 750 years ago. A fellow monk explains that in 1223 St Francis asked the leader of the Roman Catholic Church, Pope Honorious III, 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.

What are the most important roles in a nativity play? Whilst the children playing Mary and Joseph will do most of the 'acting', all the characters are important. Without a donkey, Mary would have had to walk from Nazareth to Bethlehem. She was pregnant and it's a long way from Nazareth to Bethlehem (about the same distance from Manchester to Birmingham). Without the angels Mary and Joseph would both be quite surprised at the arrival of a new baby and who would have told the shepherds. Without an inn keeper Mary and Joseph would spend the night wandering around Bethlehem until Jesus was born outside. All the parts of a nativity play are important.

Joseph is obviously a very important character in a nativity play. Being Jesus' earthly father, you would probably expect that he would be mentioned a lot in the Bible. But Joseph is only mentioned a handful of times. Joseph is included in the

events of Jesus' birth and a couple of times when Jesus was a boy. The first time Joseph is mentioned in the Bible is in a scene that is in most nativity plays. When Joseph found out that Mary was expecting a child, Joseph decided to divorce Mary. An angel visited Joseph in a dream, telling him that the baby was God's son and that he and Mary were to give him the name Jesus.

God knew that he could trust Joseph to look after his son. Joseph looked after Mary on their long journey from Nazareth to Jerusalem, a journey of about 80 miles (130 kilometres). After the birth of Jesus and the visit of the wise men, the Bible says that an angel appeared to Joseph in another dream. The angel warned Joseph that Herod was going to search for Jesus and try to kill him. The angel told Joseph to take Mary and Jesus to Egypt where they would be safe. Joseph, Mary and Jesus travelled over 400 miles from Bethlehem to Egypt (London to Edinburgh is about 400 miles).

According to the Bible, Joseph plays a very important part in Jesus' early life. After the first dream, Joseph made the decision to stay with Mary and look after God's son. A second dream allowed Joseph to save the life of Jesus, travelling to Egypt to protect him from jealous King Herod. Joseph is a very important part of Jesus' early life, without him, the Bible suggests that Jesus wouldn't have survived to see his third birthday. After Jesus' birth, Joseph only appears on one other occasion. When Jesus was twelve, Mary and Joseph accidently left him in Jerusalem as they journeyed back to Nazareth.

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

Time to reflect

- When have you felt completely ignored?
- When have you felt like you are the centre of attention?
- Do you think everyone goes through times like these?
- Is there anything we can do about it?

Reflection (Prayer)

(Dear God)

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

13.2 Important And Ignored

Can anyone recount Joseph's two dreams that we heard about yesterday? Have you ever felt left out or not important? Joseph is one of the most important parts in a Nativity and he is very important in the Bible's description of Jesus' early life. But Joseph isn't mentioned again.

Like Joseph, we can sometimes feel like we are an important person in school, people listen to what we have to say and they want to be around us. Other times we may feel like we are not that important, our friends ignore us and no one listens to what we have to say. Like Joseph, most of us will go through times when we feel like we are the centre of attention. We will also go through times when we feel like we are being completely ignored.

Like Joseph, you are very important! You have a part to play in the life of this school! Some days it will be a leading part, other days it will feel like the opposite, but we all, children and adults, play roles that are very important in the life of this school. You could say that the Bible ignored much of Joseph's life, but that doesn't mean that he wasn't important. Whether we feel like we are the centre of attention or completely ignored, just remember, you are important.

Spend time discussing the following questions, discuss what we can learn from our experiences.

Time to reflect

- When have you felt completely ignored?
- When have you felt like you are the centre of attention?
- Do you think everyone goes through times like these?
- Is there anything we can do about it?

Reflection (Prayer)

(Dear God)

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



13.3 Important People

Who have we been thinking about this week? Why is Joseph an important character in the Nativity?

We have also been thinking about the times when we feel important and the times when we feel ignored. We know what it feels like to feel important.

We often feel important because other people make us feel important. Joseph is only mentioned a few times in the Bible, but he showed others just how important they were.

After his first dream, Joseph took Mary as his wife and looked after her whilst she was pregnant with God's son. After his second dream, Joseph travelled hundreds of miles to save the life of Jesus. He obviously thought Mary and Jesus were important and he demonstrated it in his actions.

We often feel important because other people make us feel important. Our actions and our words can make others feel important too.

Our actions and our words can make others feel ignored. We often feel important because other people think we are important.

Time to reflect...

(spend time discussing the following questions)

- Can we ignore others without realising it?
- Do we sometimes try to make other people feel unimportant? Why?
- What would happen to a community if everyone feels ignored? Is it a community?
- How can we show others that they are important?

Reflection (Prayer)

(Dear God)

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



13.4 Making Others Feel Important

Talk about any charitable work your school has done, e.g. cards, carol singing in care homes etc… As part of your time for reflection you could create some cards and collect gifts for local people; the local Salvation Army would kindly distribute your gifts. Ask the pupils if they do anything charitable at Christmas.

How can we make other people feel important? Advent is often a time to think about others, buying presents and gifts others might like and writing cards to friends and relatives. It is a time to think about our family and our community, but this Advent there will be people who aren't so fortunate. Maybe they haven't got family close by and/or live alone. Many charitable projects have been set up to help people around Christmas time. Some cards that you can buy will give a portion of the cost to a particular charity. During Advent, there will be lots of Christmas fairs with raffles for good causes and campaigns to raise money for good causes. Rather than buying a relative that has already got everything a present they are never going to use, you can buy a goat for families in other countries that will provide them with milk. Some people make cards and give presents to the local care home, hospital or homeless shelter. During this Advent take the time to think about others and the ways in which we can make a positive difference. **(Ask pupils to suggest ways they can make a difference, be careful pupils don't act on ideas like going around to strangers' houses for visits, maybe highlight the dangers of talking to strangers.)**

Time to reflect

- Think of the good times we are going to have in and out of school. **(You may want to mention your own school's programme of events leading up to Christmas, carol concert, Christmas fair, etc.)**
- What can we do to make a positive difference?

Reflection (Prayer)

(Dear God)

We are grateful for the good things we have this Advent, for school, for our community, for family and friends. Help us to remember other people this Advent, may some of our actions make a positive difference to those that are in need. *(Amen)*



13.5 Important Traditions

Why do you think we have been thinking about the life of Joseph in this week's thoughts for the day? Advent. There are many traditions that take place during Advent and Christmas. I have a list of 24 things to do with Advent and Christmas, but I want to see if you can come up with even more. Which of them are advent traditions and which of them are Christmas traditions?

Traditions come in all shapes and sizes. Some of them are celebrated by the whole community, some of them by individual families and some become traditions that we just do on our own. Where do they come from? For example, who started sending cards to other people? Have greeting cards always folded in the middle? Have they always had snowmen and a fat man in red on the front? Religious festivals all over the world involve the giving of cards (but not with Christmas written on the front).

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

Time to reflect

- What traditions do you think are important at this time of year?
- What traditions can we use to help other people feel important?

Reflection (Prayer)

(Dear God)

We are thankful for all the people in our school. We are grateful for the roles that they play in our life and the life of others. We think about the times when we feel important and know how it feels when we don't feel important. Remind us that we all go through these times. Help us to appreciate the times when we feel important and to know what to do when we don't. Help us make everyone feel appreciated as we all play our part in this community. *(Amen)*



14.1 Hanukkah

Preparation

Find and show a seven branch menorah and a Hanukkah menorah (9 branches).

Can anyone give me an example of something that has happened in the past that has had an effect on what people do now? We remember lots of events in the past with various celebrations today. I am going to describe a past event or story that is still celebrated today. Can anyone tell me what festival these words relate to?

1. Man
2. Cross
3. Nails
4. Disciples
5. Empty tomb.

What about the other way around? I'm going to give you five words that explain what happens today, and you will need to describe the original story.

1. Cards
2. Presents
3. Party
4. Cake with candles
5. Singing happy birthday.

Can you give me five words that relate to the past or present for any of the following festivals: **The following festivals are themes within the four-year resource:** *Remembrance Day, Christmas, Valentine's Day, Harvest, All Hallowmas, Lent, Bonfire Night, Purim, Passover, Sukkot, Shavuot, Eid-ul-Fitr, Eid-ul-Adha, Hajj, Diwali, Holi, Buddha Day and Vaisakhi.*

It is a unique feature of humans that we remember and celebrate the past. All peoples, cultures and religions have special occasions in the year. We are going to explore one this week that is celebrated by Jews called Hanukkah.

Show the image of a seven branch menorah. Does anyone know what this image is? It is a menorah; it represents a special lampstand that Jews believe began being used in the Jewish Temple in Jerusalem over three thousand years ago. The lamps on the top of each of the seven branches would have used oil rather than candles. Jews believe that God commanded them to keep the light burning in the temple twenty-four hours a day, seven days a week to represent His presence with them. It was the priests' responsibility to ensure the light never went out.

Show the image of a Hanukkah menorah. Can anyone spot the difference between this menorah and the other one? This one has nine branches, two more than the temple menorah which has seven. The Hanukkah menorah or Hanukkiah reminds many Jews of a miracle, explained in an important Jewish book called the Talmud, that involved the temple menorah about 2200 years ago. We are going to hear from some of the people that were there at the time, Judah Maccabee and his brothers.

Hello, my name is Judah, my friends call me 'Maccabees'. My family and I used to live in Jerusalem in the country of Israel until a wicked Syrian king invaded. His name is Antiochus (pronounced An-tee-oc-us), he forced our people to abandon our worship of God and stop obeying the laws given to us by Moses. He commanded the Jewish



people to worship Greek gods, including a large statue of Antiochus himself. Antiochus banned us from reading the Torah or carrying out our birth ceremonies. If anyone disobeyed they were killed. Antiochus ruined the Temple in Jerusalem, putting out the light from the Menorah, the symbol of God's presence.

My family and I fled 30 kilometres west of Jerusalem to the town of Modein. It wasn't long before king Antiochus's officials came to Modein forcing the Jews to obey the king's rules. My father, Mattathias, a priest and well respected man in the community decided to fight back. We hid in caves in the hills around Modein and planned what we were going to do next. We began fighting back, attacking the king's followers in the nearby towns and villages. We were very successful. We knew the caves and hills so well that when the soldiers chased us, we could easily slip away and hide from them.

More and more Jews kept joining our small army. Soon we had grown large enough to be able to defeat the king's army and retake Jerusalem. We attacked and won a great battle. We entered the city of Jerusalem and headed straight for the temple. Antiochus had taken the altar and other things from the temple that we Jews used to worship God. They had been replaced with things used for the worship of Greek gods. We quickly removed them and returned the temple to the way it used to be. We had enough oil to light the temple menorah for one day, it was going to take eight days for us to get more oil. We decided to light the menorah anyway as a sign that God had returned to Jerusalem. One day passed and the menorah stayed alight, two days passed and the light continued to shine. Three days, four days, five days the light never went out. The flame continued on the sixth and seventh day. By the eighth day we had enough oil to make sure the temple menorah continued to shine on and on and on.

What do you think the miracle of Hanukkah refers to? Judah only had enough oil for the temple menorah to stay alight for one day, but the flame continued for eight days. The temple menorah was a sign that God was in the temple, looking after the Jewish people. The miracle was a reminder that God had returned to Jerusalem even after the bad things had happened. The festival of Hanukhah is a popular Jewish festival that remembers Judah Maccabee and the miracle at the temple. We are going to explore how some Jews celebrate Hanukkah in our thoughts for this week.

Time to reflect

- Do you have an object that reminds you of a good event or a person?
- How does that object make you feel?
- How do you think Judah felt after the menorah continued to shine for eight days?
- Can you think of a time when you have been pleased to see something good happen?

Reflection (Prayer)

(Dear God)

We are thankful for those festivals and important occasions that remind us of diversity and the importance of community. May all the lights that are displayed during this winter season help and encourage us to spread the light of goodness and lighten up the lives of those in our communities. *(Amen)*

14.2 Hanukkah Menorah

Preparation

Find and show a seven branch menorah and a Hanukkah menorah (9 branches).

Can anyone freeze frame a part of the story we heard yesterday about Judah Maccabee? Can anyone recount the miracle of Hanukkah? The word Hanukkah means 'dedication'. Once Judah had retaken the city of Jerusalem from the Greek army, he headed straight for the temple. The word dedication means to give someone or something a purpose or a task. Judah rededicated the temple to the worship of God.

During Hanukkah, some Jews use a Hanukkah menorah to remember the eight-day miracle. Can anyone remember how many branches were on the temple menorah? *Seven.* How many are on a Hanukkah menorah or Hanukkiah? *Nine.* How many days did the temple menorah stay alight during the miracle? *Eight.* Eight branches of a Hanukkah menorah represent the eight-day miracle. The ninth branch is called the shammash. The shammash is usually lit first and is used to light the flames on the other branches. On a traditional Hanukkah menorah, the shammash is usually the middle stem and sticks up slightly higher than the other branches. At sunset on the first day of Hanukkah, the shammash will be lit. The shammash is then used to light one other candle. At sunset on the second day the shammash will be used to light the first and second candles. During sunset on the third day the shammash will be used to light the



first, second and third candles and so on throughout the eight days of Hanukkah.

Time to reflect

- Do you use lights or candles at this time of year? (for Diwali, Hanukkah or Christmas)
- Have you ever stared into the flame of a candle?
- Can you describe its movement?
- Imagine a room with one candle to light it, how does it make you feel?
- How does the Hanukkiah help Jews celebrate Hanukkah?

Reflection (Prayer)

(Dear God)

We are thankful for those festivals and important occasions that remind us of diversity and the importance of community. May all the lights that are displayed during this winter season help and encourage us to spread the light of goodness and lighten up the lives of those in our communities. *(Amen)*



14.3 The Dreidel Game

Preparation

Find (image search) and show the following Hebrew characters – Nun נ, He ה, Shin ש and Gimmel ג

Dreidel is a game played during the festival of Hanukkah. The game is played with a four-sided spinning top, on each side is a Hebrew letter. The letters stand for: Nes Gadol Haya Sham or "A Great (or big) Miracle happened there."

1. Each player starts with 10 objects, sweets for counters.
2. Each player puts one object into 'the pot'.
3. Each player takes turns to spin the dreidel.
4. The letter facing upwards tells the player what to do.
   - נ Nun – Do nothing, next person spins
   - ה Hay – Take half of the objects in the pot
   - ש Shin – Put 2 objects into the pot
   - ג Gimmel – Take everything in the pot
5. When one or no objects are left in the pot, each player adds another 1.
6. When an odd number of objects are in the pot, the player rolling ה Hay takes half of the pot and one more.
7. When a player has won everything, the game is over.

Some people think the dreidel game is linked to an old game played in England and Germany called Teetotum that had similar rules. Other people think that the dreidel game was played by children during the time of king Antiochus as a way of learning Hebrew. If any soldiers saw them playing, it would look like they were playing a game.

Time to reflect

- What games do you play at special occasions?
- Are there any games that you play that help you to learn or improve any skills?
- How does this game link to the festival of Hanukkah?

Reflection (Prayer)

(Dear God)

We are thankful for those festivals and important occasions that remind us of diversity and the importance of community. Help us to understand and respect the many traditions and festivals that are practiced around our world. May our understanding and knowledge build closer and stronger communities. *(Amen)*



14.4 Latkes

Can anyone tell me how someone may celebrate Hanukkah? How is the Hanukkah menorah used? Can you briefly describe the game of dreidel?

Oil is an important part of the Hanukkah celebrations. How is oil connected to the miracle of Hanukkah? Oil is used in some lamps although many Hanukkah menorahs use candles. Can you think of any other way oil is used?

- *To fragrance our homes, make them smell nice.*
- *To allow a car engine to run smoothly.*
- *To smooth and soften a person's skin.*
- *To restore a rusty part.*
- *To quiet a squeaky hinge.*
- *To cook with.*

Cooking with oil is a reminder during Hanukkah of the eight-day miracle. Certain foods fried in oil are eaten during Hanukkah:

- A Sufganiyot is a doughnut, deep fried in oil and filled with jam.
- Latkes or 'livivot' are potato pancakes made from grated potato, onion and eggs all mixed together with some salt, pepper and a bit of flour and then fried.

Time to reflect

- Are there foods that you only eat at special times during the year?
- Do you think only eating certain foods at certain times will make them special?

Reflection (Prayer)

(Dear God)

We are thankful for those festivals and important occasions that remind us of diversity and the importance of community. Help us to understand and respect the many traditions and festivals that are practiced around our world. May our understanding and knowledge build closer and stronger communities. *(Amen)*



14.5 Restoring Oil

Can anyone act out or freeze frame any part of the story of the miracle of Hanukkah, the lighting of the Hanukkah menorah, the playing of the dreidel or the frying of special Hanukkah foods in oil? We will try and guess what you are doing.

Once Judah had rededicated the temple to God he only had enough oil to light the temple menorah for one day, but the temple menorah stayed alight for eight days. The Jewish people had been through a dark time. When Antiochus put out the light in the temple, the people may have felt that God had left them. Re-lighting the temple menorah may have felt like they were inviting God back, the miracle may have felt like God was letting them know that he had returned. How do you think Judah and his men felt during the miracle of that first Hanukkah?

Yesterday we thought about some of the ways in which we use oil today. Fresh oil in a car can make the engine run better, oil can restore and soften old rusty parts or quiet a squeaky hinge. Oil is a good symbol of hope. Oil in a lamp allows us to bring light to somewhere that was dark. Oil restores something that was broken or not working properly. Restoring means to fix or to return something to the way it used to be. Is there anything that you want restoring, a friendship, a skill that you used to use but haven't used for a while, an instrument that you used to be good at but now you're rusty.

Time to reflect

- Can you give an example of anything you have done to help restore something in your own life? (Teacher including)
- Is there anything that you want 'oiling' or restoring?
- What can you do to 'oil' it or help restore it?

Reflection (Prayer)

(Dear God)

We are thankful for those festivals and important occasions that remind us of diversity and the importance of community. Help us to understand and respect the many traditions and festivals that are practiced around our world. May our understanding and knowledge build closer and stronger communities. *(Amen)*



15.1 Christmas Chaos

Preparation

Click to download images. Print images. *(Images can also be downloaded from www.simplycollectiveworship.co.uk/calendar - Week 15)*

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

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

Ox: Moo
Donkey: Eeee-ooooor
Sheep or Lamb: Baa
Inn Keeper: No room at the inn
Baby or Jesus: Silent night
Angel: Hark the Herald Angels Sing
Kings/Wise men: We three kings
Shepherds: While Shepherds watched
Star: Twinkle, Twinkle little star

Once upon a time, all great stories start with once upon a time, there was an **Ox**. The **Ox** lived in a stable in the town of Bethlehem in



Israel. The **Ox** was an orderly **Ox** who liked a clean and tidy stable. **Ox** belonged to the **Inn Keeper** and his family.

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

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

Not long after, **Shepherds** with a **Lamb** appeared at the stable door. They told Mary and Joseph about how they were in the fields watching over their **Sheep** when an **Angel** appeared to them. The **Angel** said that a **baby** was to be born in a stable in

Bethlehem and that he was going to be the most important **baby** ever. The **Shepherds** had to come and see this **baby**, wrapped in a blanket and laying in a manger. The **Shepherds** knelt before the manger and stared at **baby Jesus**. **Donkey** told **Ox** that the **Angel** reminded **Donkey** of a time when another **Angel** met with Mary to tell her that she was going to give birth to a **baby** and that she was to give him the name **Jesus**. The **Angel** said that **Jesus** was going to grow up to be a very special person.

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

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

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

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

Time to reflect...

- What are our five senses?
- What in the nativity would appeal to each of the five senses:
  – Sight, smell, hearing, taste and touch

Reflection (Prayer)

(Dear God)

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

15.2 Seeing Christmas

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

Can anyone remember the name of the religious festival that we thought about yesterday. We celebrate many special occasions throughout a year - birthdays, festivals like Christmas, anniversaries and national events like Bonfire night. Many of these celebrations are noisy and busy events. Many of the events they remember were probably noisy and busy as well. Many celebrations are a feast for senses. Can any one name the five senses? We can often lose sight of the original events in the celebration. Today we are going to focus on the sense of sight.

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

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

Time to reflect...

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

Reflection (Prayer)

(Dear God)

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



15.3 Hearing Christmas

In the thoughts for this week we are thinking about how Christmas affects our senses. Encourage the children to discuss the account of the Nativity and the practices that take place during Christmas and think about how each of the senses would have been affected.

Today we are going to focus on the sense of hearing.

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

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

Time to reflect...

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

Reflection (Prayer)

(Dear God)

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



15.4 Smelling Christmas

In the thoughts for this week we are thinking about how Christmas affects our senses. Encourage the children to discuss the account of the Nativity and the practices that take place during Christmas and think about how each of the senses would have been affected.

Today we are going to focus on the sense of smell.

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

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

Time to reflect...

- What smells would Mary and Joseph have smelt during the events of the first Christmas?
- What things will we smell during this Christmas?

Reflection (Prayer)

(Dear God)

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



15.5 Touching And Tasting Christmas

In the thoughts for this week we are thinking about how Christmas affects our senses. Encourage the children to discuss the account of the Nativity and the practices that take place during Christmas and think about how each of the senses would have been affected.

Today we are going to focus on the sense of touch and taste.

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

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

Time to reflect...

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

Reflection (Prayer)

(Dear God)

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



16.1 Happy New Year – Helen Keller

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

When we hear the phrase 'Happy New Year' I wonder if what we think is:

A Happy New Year #1 *"I hope the things that happen to me this year will make me happy. I hope my teacher gives me less homework then I will have a happy New Year. I hope that there will be snow this winter, then it will be a happy New Year. I hope that the weather this summer will be hot and sunny, then I will have a happy New Year. I hope that* ***INSERT YOUR SPORTS TEAM/INDIVIDUAL*** *win* ***THE CUP/ COMPETITION****, then I will have a happy New Year. I hope that my parents buy a big house and I have the biggest room with a TV and all the games I want, then it will be a happy New Year. I hope my brothers and sisters will be nice to me, then it will be a happy New Year."*

A Happy New Year #2 *"I am determined to be happy no matter what happens to me. I will be happy even if my teacher gives me more homework. I will be happy whatever the weather is this year. I hope my* ***INSERT YOUR SPORTS TEAM/INDIVIDUAL***



win ***THE CUP/ COMPETITION****. It would be nice if I could have some nice things this year and it would be good if my brothers and sisters are nice to me, but I have decided that I am not going to get annoyed about things that are out of my control. I have decided that no matter what happens around me I am determined to have a happy New Year."*

I like the idea of good things happening to me to make me happy, but in that case my happiness will depend on what happens throughout the year. If I choose to be happy no matter what happens to me then I am more likely to be happy throughout the year. Can you be happy even if things are not going the way you want them to? Can you enjoy homework? Can you enjoy the bad weather? Can you have a happy year without these things?

Helen Keller was born in Alabama, in the United States in June 1868. At the age of just 19 months, Helen caught an illness that left her blind and deaf. A man named Alexander Graham Bell, who was born in Scotland, but had moved to work with deaf people in the United States examined Helen when she was six years old. Has anyone heard of Alexander Graham Bell and does anyone know what he invented?

The telephone. Alexander Graham Bell asked a young lady called Anne Sullivan to begin teaching Helen. At first Helen didn't understand that different objects were called different things. Anne began to teach Helen the name of different objects by spelling out words on the palm of Helen's hands. Helen soon began to read sentences by feeling raised words on cardboard moving on to arranging words to make her own sentences.

Anne stayed with Helen as Helen began working with other teachers for the deaf in the US city of Boston, over 1200 miles from Helen's home. Within eight years Helen had learned to speak and she also learned to lip read by placing her hands on the lips and throat of the speaker whilst words were spelt out on her hand. Helen went to college and on to Radcliffe College which was part of Harvard University, one of the US's top universities. Helen studied alongside women that could see and hear. A teacher in university is often called a lecturer and a lesson is called a lecture. Helen was unable to hear the lectures and she was unable to read the books that they were studying. Some said that it was impossible for a blind and deaf woman to study at university, they were sure that she would fail, but Helen was determined to succeed. Anne read Helen's books to her and communicated the lectures to Helen. Helen did very well and graduated with honours, (with honours meant that she got very good grades during her time at university).

Helen was the first blind and deaf woman in the United States to have been educated to such a high level. She began writing magazine articles about what it was like to be blind and deaf and during her life Helen wrote several books. In 1913 Helen began lecturing on behalf of a charity called the American Foundation for the Blind. She lectured in many countries around the world.

In the 1920's Helen campaigned to improve the lives of deaf and blind people across the USA by helping to start an organisation called the American Civil Liberties Union.

Imagine the difficulties that she would have faced during her life. Do you think many people would be surprised with what Helen Keller achieved during her life? Why? We began the assembly by thinking about the phrase 'Happy New Year'. Happiness is often a choice. Helen once wrote 'Resolve to keep happy, and your joy and you shall form an invincible host against difficulties.' Or in other words be determined to stay happy, it can help protect you against difficulties.

Time to reflect

- What are the difficulties that Helen Keller faced during her life?
- Why did she say joy and happiness can help to protect you against difficulties?
- How can you and your joy 'form an invincible host' (protect you) against difficulties?

Reflection (Prayer)

(Dear God)

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

16.2 Joy And Happiness

Preparation

Dictionaries or electronic dictionaries – see chase the word.

Helen Keller once wrote 'Resolve to keep happy, and your joy and you shall form an invincible host against difficulties.' Or in other words be determined to stay happy, it can help protect you against difficulties.

Is there a difference between 'joy' and 'happy'? How would you define happy? Happy is the feeling of showing pleasure or contentment. How would you define joy? Joy is a feeling of great pleasure and happiness.

Chase the word: This can be done in pairs or small groups each with a dictionary or as a class using an online dictionary.

1. Choose a 'first word' and find that word in a dictionary.
2. Read the definition and choose a word (possibly a noun) that helps to describe the 'first word'. Your new chosen word is your 'second word'.
3. Find the definition of your 'second word' in a dictionary.
4. Read the definition and choose a word (possibly a noun) that helps to describe the 'second word'. Your new chosen word is your 'third word'.
5. Continue until you find the 'first word' in the definition explaining your second, third or fourth word etc…
6. The challenge is to try and find the 'first word' in the definition of the fourth or fifth word.

Time to reflect…

Share the synonyms found in the 'chase the word' to discuss the meaning of 'happy' and 'joy'. There are more synonyms below.

Is there a difference between a happy person and a joyful person?

If you were to use words to help you explain 'happy' what words would you use?

Some synonyms of the word happy are: delighted, cheerful, cheery, content, gleeful, joyful, jolly, merry, satisfied and untroubled.

If you were to use words to help you explain 'joy what words would you use?

Some synonyms of the word joy are: bliss, delight, euphoria, elation, exhilaration, exuberance, glee, jubilation, rejoicing, triumph.

Reflection (Prayer)

(Dear God)

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



16.3 "Resolve To Keep Happy"

Can anyone remember who we have been thinking about this week? What did Helen Keller achieve during her life? Although she was blind and deaf Helen learned to talk. She learned to be able to understand what people were saying by touching their lips. She toured the world, talking about what it was like to be a blind and deaf woman. She was the first US blind and deaf woman to attend university and she helped other deaf and blind people. Helen once wrote 'Resolve to keep happy, and your joy and you shall form an invincible host against difficulties.' Or in other words be determined to stay happy, it can help protect you against difficulties.

Some people want things to happen to them to make this year happy and others are determined to be happy this year no matter what happens to them. Does anyone know what the term well-being means? It is a phrase that you might hear on the television or in school. One dictionary definition of 'well-being' is being healthy and happy. What does a person need to do to be healthy?

Eating the right food and doing exercise will help us be healthier. Being healthy requires us to do something. Doing nothing can actually make us unhealthy. We often think of happiness as an emotion we feel, like laughing after a joke or the feeling we have after watching a funny film but happiness can be about how we approach a difficult problem or how we react when something bad happens to us.

For Helen Keller, happiness was able to protect her against difficulties. You could say that Helen already had difficulties that she had to overcome. Helen understood that we all have difficult times and being grumpy and angry about them can make things worse. Resolving or choosing to be happy will not add to your difficulties. Choosing to be happy despite the difficulties can become an invincible host against difficulties.

Time to reflect

- How can you and your joy 'form an invincible host' (protect you) against difficulties?
- Can you be happy even when you are facing difficulties?
- What advice would you give to a person going through difficulties to help them be happy?

Reflection (Prayer)

(Dear God)

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



16.4 Worry Doubles, Happiness Helps

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

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

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

Mandisa is, well, not so happy. She worries about everything. She worries about homework, about meeting new people and attempting new tasks. Mandisa sees everything as a difficulty that may or may not be overcome.

Mandisa would like to help other people, but she worries that she might not be able to do it properly. Worry doubles troubles and happiness helps us overcome.

Time to reflect

- Who would you rather be, Asha or Mandisa? Why?
- Do they face the same daily problems and challenges?
- Do you think worry helps Mandisa to enjoy life? Why?
- Does the worry double any difficulties Mandisa has?
- Do you think happiness helps Asha to enjoy life? Why?
- Does the happiness help with any difficulties Asha has?

Discuss the following

'Worry doubles troubles, happiness helps to halve them.'

Reflection (Prayer)

(Dear God)

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



16.5 How To Happiness

What were the similarities between Asha and Mandisa? What were the differences? This week we have been thinking about how choosing to be happy can help us when we face difficulties and problems. Today we are going to think about what we can do to help us to be happy.

Time to reflect

- How can a person change from being sad to being happy?
- Would the change be instant or would it take time?
- What can you do to encourage yourself to be happy?
- Discuss the following quotes and think about how they may improve a person's happiness?

An 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.

'Worry doubles troubles, happiness helps to halve them.'

"Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things… and the God of peace will be with you." (Bible: Philippians 4:8-9 NIV)

Reflection (Prayer)

(Dear God)

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



17.1 Character

Preparation

Before the assembly, ask a few pupils (and a teacher) to write down one of their favourite characters from a book, briefly describing the character and explaining why they like them.



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

The following are a range of characters from books of different reading abilities.

- Charlie Bucket (Roald Dahl's 'Charlie and the Chocolate Factory')
- Floppy the dog (Many titles from the Oxford Reading Tree)
- Joe Spud (David Walliams' 'Billionaire Boy')
- The Cat in the Hat (Dr Seuss' 'The Cat in the Hat')
- The Hungry Caterpillar (Eric Carle's 'The Very Hungry Caterpillar')
- The Twits (Roald Dahl's 'The Twits')
- Edmund Pevensie (C.S Lewis's 'The Lion the Witch and the Wardrobe')
- **Any other relevant characters from popular children's reading books.**

Do you have a favourite character? The character can be from a book, a film or a television series. What is it about the character that you like? **Ask the pupils to read out their favourite character prepared earlier (see preparation above).**

Characters in books, films and television series' come in all shapes and sizes. They may be human, super human, animals or even talking plants. They might not even be from this world. They might be kind or unkind, good or evil. They might remind you of you or they might be something that you want to be in the future.

The word 'character' has a couple of other meanings. Does anyone know what they are? A character is used when talking about letters or numbers, for example the word 'dog' is made up of the characters D, O and G. The word character is also used when we are describing what a person is like. You might say that (**Name of a Teacher**) is joyful, friendly or kind. Last week we heard about a lady called Helen Keller. Helen once wrote 'Resolve to keep happy, and your joy and you shall form an invincible host against difficulties.' She was a person who was determined to overcome her difficulties. She learned to speak even though she was blind and deaf. You might say that she had a persevering character.



One definition of this type of character is 'the attributes and features that make up an individual' or in other words the things you say and do that make you you? Your character is made up of your feelings and the way you think about yourself and the way you think and act towards other people. Your character develops over time. Can you think of words that can be used to describe a person's character?

There are many adjectives that can be used to describe a person's character. I am going to read out 30 words. I want you to think about each one, does the word describe you, does it describe a friend? **Slowly read out the following 30 words, you might want to give a brief explanation after each or some of the words.**

Active
Calm
Caring
Clean
Clever
Confident
Creative
Curious
Fair
Friendly
Forgiving
Funny
Gentle
Kind
Knowledgeable
Loyal
Mature
Open
Protective
Resourceful
Selfless
Sensitive
Sociable
Solid
Sporty
Strong
Trusting
Warm
Wise
Witty

The words that I have read out are often called character traits, a trait is a quality that someone has. All 30 words are positive character traits that a person may have. There are also negative character traits. For each positive character, there is an opposite, negative character trait. What is the opposite of caring? What is the opposite of happy? What is the opposite of gentle? We all have character traits that are good and some that are not so good. It is our character that decides to carry on or give up, to laugh or to cry. It is our character that helps us to decide whether we are going to be nice or nasty, kind or unkind.

We started the assembly by thinking about the character from books. You could say we were describing the 'character of some characters'. Some characters only have good character traits, some only have bad and some have both. As humans, we all have both good and bad character traits. Some good things that we find easy to do and some bad things that we find hard not to do. This week in our thoughts for the day we are going to explore good and not so good character traits and think about how they affect our community.

Time to reflect

- What good character traits can be used to describe you?
- What good character traits can be used to describe a friend of yours?
- What not so good character traits do you have?

Reflection (Prayer)

(Dear God)

It is important for us to remember that we have the capacity to be good and bad. Help us not to judge too harshly when people do us wrong. Help us to say sorry when we know that we have wronged others. May the positive choices that we make today become part of our character tomorrow. *(Amen)*

17.2 Who Wins

Ask the pupils to name a goodie and a baddie. In the first assembly, we thought about good and bad character traits. Can anyone describe what a character trait is or give me an example of a character trait? It was suggested that we all have the ability to develop good and bad character traits. An old Native American story helps to explain this.

An old tribal chief is teaching his grandson about life. "There's a fight going on inside all of us; it is like a fight between two wolves. One is evil – he is anger, jealousy, sorrow, regret and greed, self-importance, self-pity, guilt, resentment, inferiority, superiority, lies and false pride." He pauses and then continues, "The other is good – he is joy, peace, love, hope, humility, kindness, empathy, generosity, truth, compassion and faith."

The grandson thinks about this and then asks his grandfather, "Which wolf will win?"

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

The word character is used to describe what a person is like. Your character is made up of your feelings and the way you think about yourself and the way you think and act towards other people. Your character develops over time. Doing the right thing is a choice, we 'choose' to act on the school values and we 'choose' to do as we are asked. If we choose to do the right things, then we also choose the good things that come from them like good friendships and a helpful, happy school. Feeding the good wolf is choosing to 'think' and 'do' good things. As you act on the choices, they become part of your character.

Time to reflect

- What can you do today to help feed the good in you?
- What do you need to avoid today?

Reflection (Prayer)

(Dear God)

It is important for us to remember that we have the capacity to be good and bad. Help us not to judge too harshly when people do us wrong. Help us to say sorry when we know that we have wronged others. May the positive choices that we make today become part of our character tomorrow. *(Amen)*



17.3 Don't Judge

Jesus told his followers that they shouldn't judge others, or God would judge them. He used the example of a man who notices a piece of dust in his brother's eye while failing to see the large piece of wood that was ruining his own view. The man can't help his brother until he is able to remove the wood from his own view.

We can use this story when thinking about character traits. Jesus may have been describing a person who had lots of bad character traits (the large piece of wood). Instead of sorting these out, the person thought they would try and improve the bad character traits of someone else (the speck of dust in their brother's eye). The person's own bad character traits were getting in the way. Jesus advised that the person should sort out their own bad character traits before trying to improve the character traits of others. We shouldn't judge people too harshly because we know that we all have character traits that we probably need to improve.

Time to reflect

Discuss the following questions and answers.

Who is the best person to help someone trying to improve their resilience?

- A person who was born resilient or a person who wasn't resilient but has become resilient by working on it?

Who is the best person to help someone trying to overcome anger?

- A person who was born calm or a person who has overcome their own anger?

Who is better at helping someone improve a particular character trait. Someone who is naturally good at it, or someone who has overcome it for themselves? Why?

Reflection (Prayer)

(Dear God)

It is important for us to remember that we have the capacity to be good and bad. Help us not to judge too harshly when people do us wrong. Help us to say sorry when we know that we have wronged others. May the positive choices that we make today become part of our character tomorrow. *(Amen)*



17.4 Character Fruit

There is a list of character traits in the Bible called the 'fruit of the Spirit'.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control. Against such things there is no law." (Galatians 5:22-23 GNT)

Time to reflect...

For each character trait or 'fruit': a) describe how it can help a community and b) what is the opposite character trait and how will it affect a community?

- Love
- Joy
- Peace
- Patience
- Kindness
- Goodness
- Faithfulness
- Gentleness
- Self-Control

How can you develop these fruit or character traits in yourself and our community?

Reflection (Prayer)

(Dear God)

It is important for us to remember that we have the capacity to be good and bad. Help us not to judge too harshly when people do us wrong. Help us to say sorry when we know that we have wronged others. May the positive choices that we make today become part of our character tomorrow. *(Amen)*



17.5 Good Character

This week we have been thinking about the word 'character'. We have explored good and not so good character traits and thought about how they affect our community. The word character is often used to describe all the character traits in a person. A person of good character is a person who is thought of by others as having lots of good character traits that can be seen in the way he or she acts and talks. A person of 'bad character' is a person whose actions and words demonstrate their character traits.

Everyone's character will develop over time. What are habits? Like habits we can form our character by repeating or reacting the same way many times over a long period of time. Our character is formed by the way we react to opportunities, problems and difficulties. Our character can be shaped by our experiences and the example of other people solving similar problems and difficulties. Your character will affect how you tackle problems that you face and how you treat other people.

Time to reflect

The following are all quotes about character.

- *Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.* Helen Keller
- *Character is destiny. (Or Character is your future)* Heraclitus c.500 BC/BCE.
- *Character, in the long run, is the decisive factor in the life of an individual and of nations alike.* Theodore Roosevelt, President of the USA 1901–1909

The following are good character traits. Which ones describe you? Which ones would you like to describe you in the future?

Active	Loyal
Calm	Mature
Caring	Open
Clean	Protective
Clever	Resourceful
Confident	Selfless
Creative	Sensitive
Curious	Sociable
Fair	Solid
Friendly	Sporty
Forgiving	Strong
Funny	Trusting
Gentle	Warm
Kind	Wise
Knowledgeable	Witty

Reflection (Prayer)

(Dear God)

It is important for us to remember that we have the capacity to be good and bad. Help us not to judge too harshly when people do us wrong. Help us to say sorry when we know that we have wronged others. May the positive choices that we make today become part of our character tomorrow. *(Amen)*



18.1 Who Do You Think You Are, School?

Preparation

Find out when your school was built? Who founded the school? Have you moved from an older site? When? Where is/was the old building and when was it built? Do you have a plaque with an opening date? Who opened the school? Who were they? Are you an amalgamation of two other schools? What are their histories? You may want to spend a considerable amount of time explaining the history of your school and include pictures etc… You may want to set a group of pupils the task of researching the school's history and create a presentation with images and photos. Many School Board or LA school Head Teachers kept log books between the 1870's and mid 1900's. Many LA archives hold these records and may allow your school to use them for research purposes.

The 24th January is the UN's International Day of Education. **Start the assembly by talking about the history of your school. See preparation.**

When and where do you think the first school started in the UK? The first school in Britain was started by the church over 1400 years ago. St Augustine started a church in Canterbury in 598, it included a school for the study of the Bible. The King's School in Canterbury is probably the oldest school in Britain and it is still educating children today. A similar school was started in 604 in Rochester and during the 7th century more schools were founded. Schools taught their students about the Bible and often trained choirs to sing in cathedrals and churches. The first schools taught Latin grammar and this is where we get the term grammar schools. Latin was the language of the Roman Empire. The Bible had been translated into Latin late in the 4th century. Even after the breakup of the Roman Empire in 476AD, Latin continued to be used by the catholic church. The Bible continued to be written and read out in Latin. Latin is still used in Roman Catholic Worship today.

Do we need to pay to go to school nowadays? A thousand years ago, if you wanted to be a priest or a monk, or work in the government or law you would have needed to understand Latin. Only parents who wanted their children to work in the church or law sent their children to school. School education wasn't free and only wealthy parents could pay for their children to be educated. Free education wasn't available until about 500 years ago. Free grammar schools or charity schools were often called 'blue coat schools' or simply the 'blue school'. They were paid for by charity donations and were often run by the local church. They taught children from poorer families to read and write. Whilst they were open to many of the children in the community, many parents from poorer families sent their children to earn money by working, rather than sending them to school. By 1870 only about half of all children in England and Wales went to school.

The word compulsory schooling means that it is the law that every child goes to school (or has the chance to go to school). Before 1870 there weren't enough schools



to ensure that every child had a place at a school. Local groups called 'School Boards' were created in 1870, they were responsible for setting up schools in places where there hadn't been schools before. Lots of schools began to be built in communities all over England and Wales. In 1880 it became compulsory that children in England and Wales went to school until the age of 10. Scotland passed a similar law two years later. However, Germany had started compulsory education 100 years earlier. In 1899 school attendance became compulsory for 11 and 12 year olds and in 1902 secondary schools were introduced. Local Education Authorities were created to oversee education, the Local Education Authorities replaced the School Boards.

Today free school education is available for everybody that lives in the UK. But we have learned today that this hasn't always been the case. Some schools, like The King's School in Canterbury still charge parents for educating their children. What do you think we mean by 'free' school education? Parents don't need to pay for their children to go to school. But it costs a lot of money to run a school. What do you think will need to be paid for in the running of a school? In the early 1900's Local Education Authorities began paying teachers wages, they paid for the upkeep of schools buildings and for the resources used for teaching and learning (the church had been doing this for many church schools for centuries). By the end of the 1800's compulsory schooling and free school education was available to all children living in the UK. From that time until this all children have been provided with the opportunity to learn to read and write.

Around the world today there are many countries that have had a similar history. In 1880 it is estimated that 80% of the world's adult population could not read or write, with the development of education that dropped to 14% in 2016*. Education is a human right in Europe and around the world, but there are still some countries that do not provide compulsory education to all of their children. There are charities and organisations like the United Nations that are working to ensure that all children have the opportunity to benefit from a good education.

Time to reflect

- Why is an education important?
- How long have we had free school education for everybody in the UK?
- How will reading and writing be able to help you in the future?
- How would not being able to read and write affect your life in the future?
- How important is it that everybody is able to have a free school education?

Reflection (Prayer)

(Dear God)

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

**OECD and UNESCO*

18.2 Lifelong Learning

Can you remember one fact from yesterday's assembly? Schools allow us to develop the skills that help us to continue learning throughout our life. Up until 1870 most children didn't go to school in the UK.

Since the start of schools in Britain in the 6th century, if you could read and write you were more likely to get a well-paid job. You could get a school education if you were lucky enough to be born into a wealthy family or if you were able to go to a charity school. In 1870 only about half of all children in Britain went to school. From 1880 onwards compulsory education provided all children with the opportunity to learn to read and write.

Although many children couldn't read or write, they did learn the information and skills they needed for the work they were doing. Humans have the ability to learn, adapt, use tools and solve problems. Learning is part of who we are as humans and we continue to learn throughout our lives.

Time to reflect

Discuss the meaning of the following words:

- **Education** – the process of learning and teaching
- **Educate** – to teach someone something
- **Teaching** – passing on knowledge or a skill from one person to another
- **Learning** – remembering knowledge and gaining or developing a skill
- **School** – a place where children go to be educated



- Does learning only happen during the school day? What do you learn at home?
- Does learning stop when you leave school? Do you continue to learn as an adult?
- What will help you to continue to learn throughout your life?

Reflection (Prayer)

(Dear God)

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



18.3 Right To Education

The European Convention on Human Rights (ECHR) is an agreed list, 'or treaty', of basic human rights that were created in the 1950's to help protect peoples' freedom. A human right is what we think every person on the planet should have. A right to life, a right to be safe and a right to education are all basic human rights that are protected by countries that sign up to the ECHR.

A protocol is a rule or action. The ECHR also includes a protocol on the right to education. Article 1 Protocol 2 states:

Right to Education:

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions."

The ECHR covers countries in Europe. The United Nations (UN) is an organisation that started in 1945 after the Second World War. The UN created the Universal Declaration of Human rights in 1948 with the aim of all the countries in the world agreeing to look after and protect the important human rights for every human being on Earth. Article 26 of the UDHR covers the right to an education. It states:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Time to reflect

- Discuss the ECHR and UDHR's declarations on the right to an education

Reflection (Prayer)

(Dear God)

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



18.4 Latin Phrases

Latin was the language of the Roman Empire, it was also (and still is) the language of the Roman Catholic Church. The first schools in Britain taught Latin and Latin is still taught in some schools in the UK and across the world today. Latin phrases are used in Law, it is used for musical terms like forte meaning 'loud, or strong'. Latin is used in the scientific names given to plants and animals. The Latin or scientific name for a dandelion is '*Taraxacum officinale*'. Does anyone know what '*Canis lupus familiaris*' refers to? A dog. Lots of words in the English language have their roots in Latin. This morning we are going to find out about some Latin words that we still use regularly today.

Time to reflect

Do you know the following Latin words?

- **Alibi** is the Latin word for elsewhere. The word is often used today as proof that you were somewhere else. 'I didn't know what my homework was because I was at the dentist.'
- **Bonus** is a Latin word that simply means 'good'.
- **Carpe diem:** This Latin phrase means 'seize the day' used to remind people to make the most of the opportunities they have.
- **E.g.** comes from the Latin phrase 'exempli gratia' or 'for the sake of example'.
- **Etc** comes from the Latin term 'Et cetera' which means 'and the rest' or similar. E.g. some games are played with a ball like football and basketball etc…
- **Extra** is a Latin word that means, well… extra. Do you take part in any extracurricular activities at school?
- **I.e.** is from the Latin term 'id est' which means 'that is'.
- **Intro** is a Latin word that means 'to enter'. You could say you enter a book through its introduction.
- **Multi** is the Latin word for many.
- **Re:** is often used in emails and means 'about'. We are thinking about Latin phrase because of this week's theme, Re: Education
- **Semi** is a Latin word that means half. Can you think of words that start with semi?
- **Versus** is a Latin word that means 'against', it is often used in a sports tournament, e.g. Jack versus John.
- **Vice versa** is a Latin term that means 'the other way around'.

Reflection (Prayer)

(Dear God)

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



Time to reflect

Read the following quotes and discuss what they could mean.

"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela

"The roots of education are bitter, but the fruit is sweet." – Aristotle

"I have no special talent. I am only passionately curious." – Albert Einstein

"Give a man a fish and you feed him for day; teach a man to fish and you feed him for a lifetime." – Unknown

"A person who won't read has no advantage over one who can't read." – Mark Twain

"Intellectual growth should commence at birth and cease only at death." – Albert Einstein

"To the uneducated, an 'A' is just three sticks." – A.A. Milne

- Which is your favourite quote? Why?

Reflection (Prayer)

(Dear God)

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



19.1 Fruit Of Your Labour

Can anyone give me an example of something that they have worked hard to achieve? How did you work hard? Why did you work hard? Today we are going to think about some phrases that help us to think about working hard and the benefits we will get from working hard. Has anyone heard the phrase, 'Fruit of your labour'? What does it mean? Labour is a word that means hard work and it is often used to describe hard physical work. Have you ever helped someone move a large amount of something heavy like earth, stones or bricks? That would often be called hard labour.



The Bible uses an extreme example of what 'can' happen if a person doesn't work hard. *I walked through the fields and vineyards of a lazy, stupid person. They were full of thorn bushes and overgrown with weeds. The stone wall around them had fallen down. I looked at this, thought about it, and learned a lesson from it: Go ahead and take your nap; go ahead and sleep. Fold your hands and rest awhile, but while you are asleep, poverty will attack you like an armed robber.* Proverbs 24:30-34 (GNT)

Using the example of a farm and a vineyard, this Proverb explains what could happen if a person doesn't put in the work. We could use an example of a garden to think about what this proverb is trying to teach us. There are many jobs that require work in a garden. Fences will need painting to stop them from rotting. Flower beds will need weeding. Grass will need cutting. A gardener (or any garden owner) will tell you that if you regularly keep on top of the work in the garden, then it will require less work than if you ignore them. Re-fitting a rotten fence is harder than painting an old one. Cutting grass that is only a few centimetres high is easier that cutting grass that is twenty centimetres high. The proverb used the example of a vineyard. A vineyard is a type of farm that will grow grapes. With hard work and effort, the vineyard owner will benefit from a grape harvest and will see the fruit of their labour.

Fruit of their labour is one of many sayings that help us when we are thinking about hard work. Have you heard the phrase 'behind the scenes'? Imagine the amount of work that goes into a school or theatre production. What are the jobs that would need doing in preparing for a show:

- learning lines
- rehearsals
- costumes
- makeup
- lighting and media
- sets
- selling tickets
- publicity

If we were going to see a show at a theatre, we will not have seen all the hard work that goes on behind the scenes. We will not



have seen the hours that have been used to prepare for the show but we, as the audience, will benefit from all the hard work on stage and behind the scenes.

There are lots of examples of hard work that goes on 'behind the scenes'. Work that we may never see, but that is very important. Take this school. When it was built, an architect would have designed what it would look like. A quantity surveyor would work out the different types of building materials that were needed and how much it would cost to build. Builders, glaziers, carpenters, electricians and plumbers would have been involved building the school. Decorators would have painted it. There would be lots of people involved in making the tables and chairs and all the furniture would then be delivered to the school. Even today, to keep the school going there are lots of people 'behind the scenes', governors, cleaners, caretakers and even headteachers.

Have you heard the term 'Elbow Grease'? Does anyone know what it means? Elbow grease has been used for hundreds of years to refer to the effort that goes into physical work. In a book published in 1785 called 'A classical dictionary of the vulgar tongue', Elbow Grease is described as 'Labour, elbow grease will make an oak table shine'. Many languages have similar phrases and in Denmark, 'knofedt' literally means knuckle fat. You may include elbow grease in a list of ingredients to suggest that something may require hard work. To clean this school, you will need: A bucket, polish, water, bleach, a rag and some elbow grease.

Another proverb in the Bible says that 'all hard work brings a profit'. We may feel at school that we don't see the 'profit' or benefits from our hard work especially when we are stuck on a maths problem or are struggling to learn new spellings. Remember the garden, it is easier to keep on top of gardening by taking on one job at a time. It might be difficult, but it will make the next job easier. One target or goals helps to move you on to the next. Mastering the two times tables makes the four times tables easier to learn. Times tables make dividing easier to learn. Reading small books with short words is an essential layer that is needed so that you can soon begin to read larger books with bigger words. All the problems that we can go through being a friend can help us to be a better friend. We all benefit from working hard.

Time to reflect

- What is the opposite of hard work?
- What is the result of being lazy in the proverb?
- What is the result of working hard in the proverb?
- What is the difference between going home and learning spellings and going home, ignoring your spellings and watching TV instead?
- What can we do to show our appreciation to those who look after the school? (Buy them some elbow grease?)

Reflection (Prayer)

(Dear God)

We are thankful for examples of hard work. We are also thankful for the benefits that we gain from reaching our targets and our goals. May we have the stamina to put in the effort to complete things that we haven't been able to do before, may we work hard on hard work. *(Amen)*

19.2 You Get Out What You Put In

Preparation

Get a range of books for different abilities.

Can anyone remember any of the sayings that we thought about in yesterday's assembly? 'Fruit of your labour', 'Behind the scenes' and 'Elbow grease'. Today we are going think about another phrase. 'You get out what you put in.' During our time at school, we will set ourselves many targets for our learning. Those targets will require work and hopefully much of that work will be enjoyable. The teachers will help us as we learn, but the speed at which we learn and the progress that we make will be down to the work that we put in trying to reach our targets. Imagine that I set myself the target of eventually being able to read a difficult book like... the Lord of the Rings. But I am currently struggling to read… Mr Tickle. To be able to read Lord of the Rings, I am going to need to practise my reading, I will need to get better at recognising words and sounds and I will need to learn lots of new words. I will need to read lots of books, each one slightly more difficult than the one before. **Use the range of books as an example of the progression needed to build up your reading skills.** The more I read the better I will become, the better I become the more books I can read. You **will** get out what **you** put in.

Time to reflect

Discuss how 'you get out what you put in' can be applied to:

- Other school skills
- Sports
- Instruments
- Friendships
- Goals and dreams

Reflection (Prayer)

(Dear God)

We are thankful for examples of hard work. We are also thankful for the benefits that we gain from reaching our targets and our goals. May we have the stamina to put in the effort to complete things that we haven't been able to do before, may we work hard on hard work. *(Amen)*



19.3 Work Hard On Hard Work

Can anyone think of the different meanings of the word 'hard'. We are going to focus on two today. One meaning of the word hard is 'difficult'. "This maths problem is too hard", "I'll never be able to play this piece of music, it's too hard".

Many of us do not like 'difficult', we may start to panic. We may focus on what we can't do rather than what we can. It may be because you don't know some of the notes on the piece of music. If that is the case, you may want to make a note of them, learn them and try again. Or you may want to pick a piece of music that will help you practice what you do know whilst finding out what the new notes are and how to play them.

If you are completing a hard maths problem, it may be a maths skill that you have never seen before, or it may be a problem that needs to be broken down into parts that you do understand. If you think what you are learning is too hard, what can you do when you start to panic? But it is the 'difficulty' in the problem that helps us to learn the new maths skill or the new musical notes.

The second meaning of the word 'hard' is effort. "I worked hard to finish on time." "I've worked hard all day and now I need a rest." You may have heard the excuse, "I'll never be able to tidy my room, it's too hard". Tidying your room may not be difficult (maybe!) but it may require a lot of effort. Sometimes you can work hard at easy work. Imagine if someone who is learning their 7 times tables is completing a page of 2 times tables (which they already know really really well). Will they be pleased that their effort has helped them get a page full of correct sums? Have they learned anything?

Is there a difference between 'hard work' and 'working hard'? The phrase hard work focuses on the difficulty of the work, whilst working hard suggests that you are putting in the effort. There are some things that are just hard work, like climbing a mountain or running a marathon (if you're like me). To achieve the difficult, you will need to put in the effort. Much of our learning takes place when we put in the effort to complete things that we find difficult, or in other words 'when we work hard on hard work'.

Time to reflect

- Is there a difference between difficult/ challenging and too hard?
- What work have you found hard?
- What work have you worked hard on?
- What can you do when you find things too difficult?
- What can you do to motivate yourself when you need to put in the effort?

Reflection (Prayer)

(Dear God)

We are thankful for examples of hard work. We are also thankful for the benefits that we gain from reaching our targets and our goals. May we have the stamina to put in the effort to complete things that we haven't been able to do before, may we work hard on hard work. *(Amen)*



19.4 Encouraging Work

What words would you use to sum up the theme of this week's assembly and thoughts for the day so far? This week we have thought about the word 'work' and we have thought about how we can benefit from hard work and working hard. Today we are going to continue to think about how we can encourage ourselves to put in the effort when we find things difficult and what we can do if and when we start to panic.

Time to reflect

What can we do to help us put in the effort when we start to find things difficult?

- Break a big problem into smaller problems.
- Have a go, try to use what we do know.
- Look in your work to see if you can find a similar example.
- Are there examples or things that can help around the room?
- Work in pairs, ask someone else for help.
- When playing a new piece of music, look for the new notes, sharps/flats, notation etc… find out what they mean.
- Choose a slightly easier problem to solve.
- Working up to the difficult problem.
- Remind yourself to work hard on hard work.

Reflection (Prayer)

(Dear God)

We are thankful for examples of hard work. We are also thankful for the benefits that we gain from reaching our targets and our goals. May we have the stamina to put in the effort to complete things that we haven't been able to do before, may we work hard on hard work. *(Amen)*



19.5 If Work Was A...

The phrases we have thought about this week:

Fruit of your labour.
Working behind the scenes.
Elbow Grease.
You get out what you put in.
Work hard at hard work.

Time to reflect

- Is work like a friend?
- Is work like a parent?
- Is work like a teacher?
- Is work like an enemy?

Ask pupils to discuss the following questions.

- If work was a colour what would it be? Why?
- If work was a sound what would it be? Why?
- If work was a place where would it be? Why?
- If work was an object what would it be? Why?
- If work was an animal, which animal would it be? Why?
- If work was a friend, which friend would it be? Why?

Do the same for the opposite of work.

- If the opposite of work was a colour what would it be? Why?
- If the opposite of work was a sound what would it be? Why?
- If the opposite of work was a place where would it be? Why?
- If the opposite of work was an object what would it be? Why?
- If the opposite of work was an animal, which animal would it be? Why?

Reflection (Prayer)

(Dear God)

We are thankful for examples of hard work. We are also thankful for the benefits that we gain from reaching our targets and our goals. May we have the stamina to put in the effort to complete things that we haven't been able to do before, may we work hard on hard work. *(Amen)*



20.1 A Good Leader Is Like Sunshine

Can anyone tell me what the word 'leadership' means? The definition for the word leader includes the ability to lead a group of people. What do you think of when you hear the word 'leader'?

Do you know who the following leaders are and the group of people they lead?

- The pope? The leader of 1.2 billion Roman Catholic Christians around the world. The pope lives in the smallest country in the world.
- The prime minster of the UK? The leader of the UK government. The UK has a population of approximately 66 million people (Office for National Statistics 2017).
- The president of the United States of America? The leader of the government in the USA. The USA has a population of approximately 329 million people (United States Census Bureau 2018).
- The president of Russia? The leader of the government in the Russian Federation. Russia has a population of approximately 142 million people (United States Census Bureau). Russia is the largest country in the world.
- The captain of a home nation rugby team?
- The captain of a sports team?
- The manager of a sports team?
- The head teacher of this school?

Think about the following qualities, which ones do you think a person needs to be a good leader? **Read through the list twice. After the first time, pupils choose the three most important qualities. Whilst the list is read out for the second time, pupils can put their hands up to show which ones they have chosen.**

- Loud voice
- Polite
- Confident
- Knowledgeable
- Is a good example
- Kind and helpful
- Being able to lead others
- Motivated
- Perseveres/resilient
- Is good at making difficult decisions
- Is good at communicating with others
- Helps others to understand what is going on
- Happy
- Trustworthy
- Respected
- Respectful
- Looks after everyone in the team
- Wisdom
- Any others?

In the Bible, in the book of proverbs, there is some good advice for a leader, which in this case was a king. Proverbs 16:10-16 from The Message Bible (MSG) states:

'A good leader motivates, doesn't mislead, doesn't exploit. God cares about honesty in the workplace; your business is his business. Good leaders abhor [don't like] wrongdoing of all kinds; sound leadership has a moral foundation. Good leaders cultivate [encourage] honest speech; they love advisors who tell them the truth. An intemperate [angry] leader wreaks havoc



in lives; you're smart to stay clear of someone like that. Good-tempered leaders invigorate lives; they're like spring rain and sunshine. Get wisdom, it's worth more than money; choose insight over income every time.'

Leaders come in all shapes and sizes and they lead all sorts of different groups in many different ways. The leaders we have heard about this morning lead religions, countries, sports teams and a school. They all have different challenges and will probably need different types of skills to be able to lead well. The proverb states that good leadership invigorates, which simply means to give strength and energy. Good leadership is like spring rain and sunshine.

We may think that leading is for other people, but leading is about helping, supporting or instructing others. Instructing others when playing a game, helping someone in your class to understand a new maths problem or deciding who is going to take on what task in a group activity are all opportunities to lead. Who would be better at leading a small group learning a new football skill, a person who is well organised and confident or someone who is really good at that football skill but lacks confidence? Sometimes you may be the best person to lead an activity because you have already had some experience at that activity.

Influence is a good word when thinking about leadership. I would like to be influenced by a good football player leading a group learning new football skills. I would like to be influenced by a person who can do the maths problem when I am learning to use the same maths skill. The word authority is also an important word when thinking about leadership. The word authority means the power to make decisions or give orders that other people should obey. Who is the best person to tell people what to do during a fire? A firefighter or a policeman? Who is the best person to tell people what to do if you have broken your leg? A paramedic or a firefighter. Those with responsibility to support and help in a particular situation are often the best people to lead in those situations.

Who has the responsibility to lead this school, your classroom or the dinner hall? The head teacher may have the responsibility to keep us safe but who has the responsibility to learn whilst in school? We all have the responsibility. You as well as your teachers have the opportunity to lead the learning that goes on in this school. You can choose to get involved and you have the ability to help others when they are struggling with something you are good at. In this week's thoughts for the day, we are going to continue to think about the meaning of the words 'leader', 'lead' and 'leading'.

Time to reflect

- When has someone given you strength, energy and the skills to complete a new task?
- When have you given others strength, energy and the skills to complete a new task?
- Why can good leadership be like 'spring rain and sunshine'.

Reflection (Prayer)

(Dear God)

We are thankful for the leaders that help and support us in our school and our communities. May they be responsible with their leadership and support those they lead. Help us all when we have the opportunities to lead and help one another. *(Amen)*

20.2 Practice Leaders

Preparation

Read the following thought for the day to familiarise yourself with the activity and print or project the qualities as required. You may want to provide one piece of paper and one pen per group. This will help each group make decisions on ***who*** is going to write and ***what*** they are going to write.

Can anyone remember the theme that we were thinking about yesterday? Can anyone remember the leaders that we thought about? Yesterday you were asked to think about which three qualities you thought a good leader would need? Today, in small groups, we are going to agree on five qualities of a good leader. Each person will need to say which three they have chosen and for each quality explain why they think it is important. Then the group will discuss the qualities and agree on the groups' top five. **Either project/show the qualities below or print the next page and give a list of qualities to each group.**

Teacher and other adults, listen to the groups discussing and point out the good leadership skills that you have heard and seen during the pupils' discussions. Point out that there are many ways that we can practice our leadership skills.

- Loud voice
- Polite
- Confident
- Knowledgeable
- Is a good example
- Kind and helpful
- Being able to lead others
- Motivated
- Perseveres/resilient
- Is good at making difficult decisions
- Is good at communicating with others
- Helps others to understand what is going on
- Happy
- Trustworthy
- Respected
- Respectful
- Looks after everyone in the team
- Wisdom
- Any others?

Time to reflect

- What leadership skills have people practised today?

Reflection (Prayer)

(Dear God)

We are thankful for the leaders that help and support us in our school and our communities. May they be responsible with their leadership and support those they lead. Help us all when we have the opportunities to lead and help one another. *(Amen)*



What Are The Qualities Of A Good Leader?

1. Loud voice
2. Polite
3. Confident
4. Knowledgeable
5. Is a good example
6. Kind and helpful
7. Being able to lead others
8. Motivated
9. Perseveres/resilient
10. Is good at making difficult decisions
11. Is good at communicating with others
12. Helps others to understand what is going on
13. Happy
14. Trustworthy
15. Respected
16. Respectful
17. Looks after everyone in the team
18. Wisdom
19. *Any others?*



20.3 Definitions Of A Leader

There are a few different definitions of the word 'lead'? What does the word 'lead' mean in the following sentences?

- You can lead a person by holding their hand.
- You can lead an animal by pulling them on a rope. What could the rope be called?
- Put the dog on the lead.
- You can follow a path that leads to the park.
- This leads me to think that you ate all the cookies.
- The general will lead his men into battle.
- Not washing hands may lead to people feeling ill.
- I will lead this race.
- I will take the lead role in tonight's production.
- I will lead this team.
- Plug in the television's power lead.

Leading can involve many of these definitions that we have thought about. Leading someone by the hand, may also mean showing someone how to achieve a new skill by first showing them and then helping them until they are able to do it for themselves. Leading a team may involve giving instructions to other people to be able to achieve your teams' goal, whatever that goal may be. We can even learn something about leadership from the definition of the television's power lead. An electrical lead carries power from a plug socket to the electrical item. Good leaders pass power onto other people in the team so that the leader does not need to do everything on their own. The captain of a football team can't be defender a goal keeper and a striker all at the same time. A head teacher can't look after the finances, cook the school dinner and teach all their pupils at the same time.

Time to reflect

Can you think of times when you have…
(Discuss pupils' answers)

- led someone to help them move forward.
- followed someone else's lead that helps you to improve.
- been in charge or command.
- led a race.
- took the lead and others followed.
- had a leading role in a play.
- passed power to others like an electrical lead carries power from one point to another.

Reflection (Prayer)

(Dear God)

We are thankful for the leaders that help and support us in our school and our communities. May they be responsible with their leadership and support those they lead. Help us all when we have the opportunities to lead and help one another. *(Amen)*



20.4 Helpful Leaders

Showing someone how to do something and helping them to do it is an important quality of a leader. Being able to stand in and do the job of other people in your team is also a good quality. But when I am learning a new skill, it is important that I am able to have a go, make my mistakes, learn from my mistakes and practice getting it right. When learning my phonics, it is important that I have a go at spelling words using the skills I know.

When solving a maths problem, it is important that I use my knowledge of adding, subtracting, times tables or dividing. It is important that I have a go at using them, not someone else. If I always ask the teacher to spell difficult words or tell me the answer to the maths problem then I will never be able to master the skills for myself. We may think it is a good leadership quality to always help others, but sometimes we can best help others by allowing them to have a go, make their mistakes, learn from their mistakes and practise getting it right.

Time to reflect

- How do we know when to help someone and when not to help them?
- When is the best type of help, no help at all?
- Can you think of skills that you need to practise and learn for yourself? E.g. tying your shoelace, swimming, riding a bike, reading.

Reflection (Prayer)

(Dear God)

We are thankful for the leaders that help and support us in our school and our communities. May they be responsible with their leadership and support those they lead. Help us all when we have the opportunities to lead and help one another. *(Amen)*



20.5 Wise Leaders

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

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

Mr Thomas had lots of good leadership qualities. He knew what each team member needed to do to win a match. He used his experience and his knowledge, he was confident and good at making decisions. He was kind in his own way, but his shouting made it sound like he didn't respect those in his team. Some of the best players in his team had found places on a different team.

We heard a proverb at the beginning of this week about being a good leader. The proverb begins with… *'A good leader motivates, doesn't mislead, doesn't exploit.*

And it ends… *'Good-tempered leaders invigorate lives; they're like spring rain and sunshine. Get wisdom, it's worth more than money; choose insight over income every time.'*

The proverb finishes with probably the best advice for a leader. 'Get wisdom!' Wisdom is the ability to use the experiences we have had and the experiences others have told us about, to make the right decisions. Choosing to help someone or allowing them to make their own mistakes, a firm or a gentle word or making a difficult decision all take wisdom. If Mr Thomas 'got wisdom' how would it change the way he leads?

Time to reflect

'A gentle hand may lead even an elephant by a hair.' Iranian proverb.

- What is this proverb trying to say?
- How does a person 'get wisdom'?

Reflection (Prayer)

(Dear God)

We are thankful for the leaders that help and support us in our school and our communities. May they be responsible with their leadership and support those they lead. Help us all when we have the opportunities to lead and help one another. *(Amen)*



21.1 Polite Daniel And The Lions' Den

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

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

This week we are going to think about another famous account that is found in the Jewish and Christian holy books. Has anyone heard of 'Daniel and the Lion's Den'? There are many children's story books and animated videos that tell the story of Daniel and the Lion's Den. We are going to explore the story this week in our thoughts for the day. **(No lions will be mentioned until day 4)**. Daniel possibly lived over 2500 years ago, he was an Israelite and lived in Jerusalem until he and his friends were captured and taken six hundred miles away to live in the city of Babylon (in modern day Iraq), which is roughly the distance between London and



the German city of Berlin. As you hear the first part of the account, I want you to think about how Daniel may have felt and how he reacted to his new situation. How would you react to being captured and taken from your home country?

Ashpenaz

Hello, my name is Ashpenaz (pronounced Ash-pen-as). I am King Nebuchadnezzar's chief official here at the palace in Babylon (in modern day Iraq). It is my job to make sure the king is well looked after at all times whilst he is here at the palace. It takes a large team of people to ensure the king is well fed and that he has all that he desires no matter what time of day or night it is. We are always holding dinner parties and entertaining important people from King Nebuchadnezzar's ever-increasing empire. Only a couple of months ago, the king's armies attacked the city of Jerusalem in Judea. He ordered that some of the important men from the city, the rulers and members of the royal family, be brought back to the palace. I was given the task of training them for three years so that they could work here at the palace serving the king. As I expected, the king has ordered that these men are given the finest food



and wine from the king's table, the king believes that the finest food will create the finest men.

Amongst those that came from Jerusalem were four men that stand out from the crowd: Daniel, Hananiah, Mishael and Azariah. They are very polite, I don't think I'd be so polite if I'd been taken away from my home. Like many of those that come to work in Babylon from other countries, Daniel and his three friends were given Babylonian names. I renamed Daniel, Belteshazzar. Hananiah became Shadrach. Mishael was renamed Meshach and Azariah was called Abednego. All the men, including Daniel and his friends live here at the palace and follow my carefully organised training programme. Most of the men are very happy to eat the food from the king's table. But Daniel, I mean Belteshazzar, asked me if he and his three friends could be fed only vegetables and water instead of the king's food. Well! In all my years working for the king, no one has ever refused the king's food, and choosing to eat plain vegetables and drink only water, how unhealthy! I told them that the king would not approve and it might cost me my job, and my head! Daniel, I mean Belteshazzar, suggested that I put them on a strict vegetable and water diet for ten days to see if they looked worse than the men eating the king's healthy diet of meat, wine and cakes. He asked so politely and I thought that we could always make up for ten days of eating unhealthy vegetables.

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

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

Time to reflect

- What would have happened if Daniel had refused to eat the king's food and demanded vegetables and water?
- How did being polite help Daniel to find favour with the palace official?
- Who are the polite and considerate people in your class or school?
- Is being polite who you are or something you do?

Reflection (Prayer)

(Dear God)

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

21.2 King Nebuchadnezzar

Can anyone sum up the account of Daniel and his friends that we heard yesterday? When Daniel and his friends finished their training, they started serving the king. They quickly became known for being wise. Everything was going well, that is until the king had a dream.

King Nebuchadnezzar
My name is King Nebuchadnezzar and I am the most important person in the world. I have conquered many cities and my empire is only ever increasing. I have a very large palace, so many servants and a huge army. You could say that there isn't anything else I could want. Well you'd be wrong. Recently I have struggled sleeping, and when I do fall asleep, I have the same horrible dream. I have ordered my wise men to tell me what the dream means. Before they could interpret it the wise men asked me to tell them what I dreamt! How impertinent, how rude! I told them if they were really that wise then they should be able to tell me what the dream was and then tell me what it meant. That's not an unreasonable request is it! I told them that if they can't tell me what I dreamt then I'd kill the lot of them. I can always find new wise men. They continued to say that no one on earth could tell me what I dreamt, so I sent Arioch, the captain of my body guard to round them up.

Whilst Arioch was rounding up my wise men, Daniel asked to meet me. I quite like Daniel and his friends, but he was one of my wise men now. He asked if he could have more time to go away and interpret my dream. He appeared again the following day. I asked him if he was able to tell me my dream and interpret it? To my surprise he said no. He told me that no man could do what I had asked, but that there is a God in heaven who could. He then went on to tell me my dream and tell me what it meant. You can't imagine how pleased I was. I was so impressed with Daniel's wisdom that I made him the ruler of what happens in the city of Babylon and put him in charge of all my wise men.

In the Jewish account, whilst Arioch was rounding up the wise men, the Bible says that Daniel spoke to Arioch with 'wisdom and tact'. The word tact means the skill of talking and dealing with others in a difficult situation. Using words to say what we mean is important, but how we say them is also very important. It's amazing how a please or a thankyou or a smile can make your words more effective.

Time to reflect

- How many ways can you say, can I have a biscuit?
- Grumpily, demandingly, happily, convincingly, smiley, courteously. Add the words please or now.
- Is how you say something as important as what you say?

Reflection (Prayer)

(Dear God)

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



21.3 Shadrach

Doing what you believe or doing the right thing is sometimes not easy. Is it easy to always be polite when you are with other people who think it is better to be nasty? Is it easy to look after or play with those that other people bully? Is it easy to avoid saying or doing things that we know are wrong when others are telling you to do them anyway? Today we are going to hear from one of Daniel's friends. His refusal to do what he believed was the wrong thing, quickly heated up the situation.

Shadrach

My name is Shadrach. I am one of Daniel's friends and help him to look after this area of Babylon. Yesterday you heard the king talking about his dream. The dream included a tall statue of a man that was made of different types of material, the head was made of gold, the chest and arms of silver, the belly of bronze and so on. I think the dream went to his head because he'd soon created a huge golden statue and told everyone that if they didn't bow down and worship it, they would be thrown into a blazing furnace. He brought all the officials to see the statue. Daniel stayed in the palace, but Meshach and Abednego and I had to attend the dedication of the statue. There were thousands of people in the city, and musicians of all kinds. As the music began to play, everyone began bowing to the king's golden statue.

Meshach, Abednego and I are Jewish. We believe that we should obey the Jewish law including the Ten Commandments. The second commandment states that we should not bow down to manmade images or worship them. We were the only people left standing amongst a sea of bowing bodies. It wasn't long before we were brought before the angry king. He asked why we wouldn't bow before his statue and gave us another chance to worship it. We said that our beliefs stop us from bowing before anything other than God in heaven. We said that God could save us from the king's furnace, but even if he didn't, we would still not bow to the king's golden statue. You could see the rage building up inside the king. He ordered that the furnace be made hotter and that his soldiers tie us up. When the door of the furnace was opened Meshach, Abednego and I were thrown in. The flames were so hot that they burned up the soldiers that threw us in.

Incredibly, the fire didn't burn us or our clothes. The king was amazed and he called us to get out of the fire. We climbed out and made our way back to the king. Officials from all over the city began to crowd around us. The fire hadn't harmed us at all, it hadn't scorched our clothes and we didn't even smell of smoke. The king said he'd seen four men walking around the fire. We weren't surprised, we had already told him that God would rescue us if he wanted to.

Time to reflect

- When have you done the right thing even though it was hard?
- Have you done the wrong thing because others told you to do it?
- How can you 'do the right thing' even when others are telling you not to do it?

Reflection (Prayer)

(Dear God)

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



Doing what you believe or doing the right thing is sometimes not easy. Is it easy to always be polite when you are with other people who think it is better to be nasty? Is it easy to look after or play with those that other people bully? Is it easy to avoid saying or doing things that we know are wrong when others are telling you to do them anyway? Today we are going to hear the part of the story that Daniel is most famous for. I'll let Daniel tell you what happened.

Daniel

Hello, my name is Daniel. I have worked and served under a number of different kings whilst I have lived here at the palace in Babylon. First was King Nebuchadnezzar, then King Belshazzar and now King Darius. I have always worked hard for the kings that I serve. God has allowed me to interpret their dreams and I serve them to the best of my ability. King Darius is new, he has created a new government in Babylon and wants me to lead it. Unfortunately, there are those in his government that want me gone. Last week they used my beliefs against me. They have always known that I pray to my God three times a day, so they suggested the king made a new law. No one should pray or worship anything other than the new king in Babylon for a whole month. King Darius thought it would be a great way for everyone to realise how important he was. They also suggested that anyone caught praying to anything other than King Darius should be thrown to the lions. He agreed!

God has helped me a lot in my life, I couldn't stop praying and thanking him. As usual I opened the window that faced Jerusalem and got on my knees and gave thanks to my God. It wasn't long before I was summoned before the king and those wanting to get rid of me. The king realised that it was a trap and he tried to save me but he had made the law and he couldn't reverse it. As I was being thrown into the lion's den, I heard the king say, "may your God rescue you!" Well his prayer was answered. I spent the night with the lions. The morning came and I was lifted out of the lions' den. The king and I were overjoyed that I had survived, the lions hadn't touched me at all. The king was so angry with those that had tricked him that he threw them all into the lions' den instead.

Time to reflect

(Same questions as yesterday)

- When have you done the right thing even though it was hard?
- Have you done the wrong thing because others told you to do it?
- How can you 'do the right thing' even when others are telling you not to do it?

Reflection (Prayer)

(Dear God)

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



21.5 Mind Your Ps And Qs

This week we have been thinking about the account of Daniel and his friends that is found in the Jewish and Christian holy books. We have also been thinking about how we use our words to say what we really mean. Including a simple please and thankyou can really help us to get what we are asking for.

Have you ever heard the phrase 'mind your Ps and Qs'? Nobody really knows where it comes from or what it originally meant, there are many suggestions online. A popular use of the term refers to the way we use our manners.

Our manners are the way we behave towards others. We can be polite and courteous, we can ignore others or we can be horrible and nasty. 'Mind your Ps and Qs' encourage us to use our pleases and thankyous or Ps and Qs.

Time to reflect

- How many words can we think of to help us to think about the meaning of 'polite'?
- How can we encourage Ps and Qs in our community?

e.g. CPR: Courtesy, politeness and respect, at the heart of every healthy community!

Reflection (Prayer)

(Dear God)

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



22.1 Lent - Good Times And Bad Times

Preparation

Show an image of pancakes

Can anyone give me an example of an important or special day in the year? What days are important to you? Why are they important? There are two special days that are celebrated with a public holiday in the UK that are based on events that are celebrated in the Christian calendar. Can anyone give me an example of a special day based on the Christian calendar? Christmas and Easter are two events that have been celebrated by Christians all over the world for hundreds of years. Does anyone know when the Church year begins? The Church calendar is based on the events in the life of Jesus. The Church year begins with the season of Advent and represents the coming of Christ. Many Christians celebrate the season of Christmas for 12 days beginning on the 25th December. Twelfth night ends the Christmas season and Epiphany is celebrated on the 6th January. Epiphany marks the visit of the wise men and is the day that people in some countries give and receive their gifts. Twelfth night marks the end of the Christmas season, but it also welcomes a time of celebration. Epiphany starts on the 6th of January and for many Christians it finishes on the first day of Lent.

Lent is the lead up to Easter and a time when many people fast. Fasting means 'to give up something'. Today, many people give up eating chocolates or sweets for the forty days leading up to Easter (not including Sundays). Traditionally, people would have given up eating meat and dairy products during the season of Lent.



In some countries, Shrove Tuesday, marks the end of Epiphany. (The Church of England's season of Epiphany ends on the 2nd February.) Shrove Tuesday is the day before the first day of Lent, also called Ash Wednesday. Over time Shrove Tuesday became known as 'Fat Tuesday' or in French 'Mardi Gras'. In the UK Shrove Tuesday is also called 'Pancake Day'. People would make pancakes by using up their remaining eggs and milk before fasting during Lent. What do you think of when you hear the word 'carnival'? A carnival is a festival with processions, music and dancing. The word carnival comes from an old Italian word that means 'removing of meat'. Epiphany is often called the 'carnival season' and it is a time of celebration, a time to enjoy various foods before they are fasted during Lent. In many European countries and countries with large numbers of Roman Catholic Christians, the time before Lent is still celebrated with a procession or 'carnival'. One of the largest processions is the Rio Carnival or Mardi Gras that takes place in Rio de Janeiro, Brazil.

Christmas and Epiphany are happy times in the Christian calendar. Are there times in the year that are sad times? Remembrance Sunday is a time when we are encouraged

to think about the events of war. By thinking about bad times, we can also think about what we can do to make things better in the future. Lent is traditionally a sad time, a time to go without and a time to think about how a person's actions may have hurt others or hurt God. The tradition of fasting during Lent comes from an event that is described in the Bible that happened before Jesus started healing the sick and using parables to teach people. The Bible describes Jesus being baptised and then going into the 'wilderness' for forty days. The Bible explains that Jesus went without food for all that time. In one of the gospels it tells us that at the end of the forty days, Jesus was hungry! I bet! The Bible doesn't say why Jesus went into the wilderness and it doesn't explain why he went without food for forty days. Many Christians think that Jesus was preparing himself for his time of teaching and performing miracles. During Lent, Christians have traditionally thought about the things they have done that they may need to ask forgiveness for. They may ask God to help them not to do them again in the future.

At the end of the fast the Bible explains that Jesus was tempted by the devil. Temptation means wanting to do something that is often wrong or unwise. The first temptation was to turn stones into food. The second temptation was to jump off the temple and have angels save him at the bottom with lots of people around to see this miraculous event. The final temptation was for Jesus to worship the devil. Each time Jesus resisted the temptation. Some people think that if Jesus had given in to the temptations, he wouldn't have died on the cross nor be resurrected on Easter Sunday, both very important events in the Christian religion. Giving in to the temptations may have been a form of cheating.

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

Time to reflect

- What have you found difficult to overcome or learn that has really helped you?
- If you win a game by cheating, have you really won?
- What are the good times that you celebrate with your family and community?
- What are the bad times that you have come through?

Reflection (Prayer)

(Dear God)

We are thankful for the happy times in our lives. We also know that we all go through difficult times. Help us to celebrate and enjoy the good things in life. May we also reflect when things are not going so well. May we develop the skills of resilience and perseverance whilst we also learn the skill of appreciation. *(Amen)*

22.2 Persevere And Appreciate

Yesterday we thought about the two important times (or seasons) in the Christian calendar. For many people Epiphany is a happy season. In many countries it is celebrated with carnivals and other traditions. During Epiphany some people make a special cake, called a king cake. The 'king cake' is a brightly decorated cake that represents the coming of Jesus as a king. The tradition started in France and Spain, but it has spread to many South American countries. It is also a popular tradition in the southern states of the USA. In some countries the king cake is popular throughout Epiphany, in other countries the king cake is eaten towards Lent. Some people may even make a king cake every week between Epiphany and Lent. In New-Orleans it is common to find a small plastic baby inside a king cake. Who do you think the baby represents? In France, you are more likely to find a bean inside and if you are lucky enough to be given the slice with the bean inside then you can become king for the day.

Epiphany is a happy time but the Christian season of Lent is a sad time, one in which Christian's remember Jesus' struggles. Festivals and special days throughout the year remind us that we will all go through times that are happy but some are also a reminder that we will go through times that are sad. Whilst sad times are not something that we want to go through, we will all go through times of sadness, you could say that it is a 'normal' part of our lives. In those times, it is important to remember that happy times are a normal part of our lives as well.

We may struggle with things that happen to us which are out of our control. We may struggle as we come across new challenges and practise mastering our skills. Festivals in the year can be a reminder to persevere (or keep going) in those struggles and to appreciate (or make the most) of the happy times.

Time to reflect

- What struggles are you facing at the moment?
- What do you need to do to persevere or keep going?
- What do you need others to do to help you persevere?
- What do others need you to do to help them persevere?
- What happy times have you had recently?
- What can you do to appreciate, or make the most of them?
- What can others do to help you appreciate them?
- What can you do to help others appreciate their happy times?

Reflection (Prayer)

(Dear God)

We are thankful for the happy times in our lives. We also know that we all go through difficult times. Help us to celebrate and enjoy the good things in life. May we also reflect when things are not going so well. May we develop the skills of resilience and perseverance whilst we also learn the skill of appreciation. *(Amen)*



22.3 Optimist Vs Pessimist

Preparation

Half fill a glass with water

Show the half-filled glass of water. Ask pupils to describe what they see, encourage the terms 'half empty' and 'half full'. Ask pupils to vote on whether the glass is half empty or half full or both. There is an important phrase that you may have heard that we are going to think about today. 'A pessimist sees the glass half empty, but an optimist sees it half full.' Do you see the glass half empty or half full? The phrase helps us understand that there are two ways that we can look at every problem. The glass has the same amount of water in it. The person that thinks it is half empty is worried that there isn't going to be enough left but the person that thinks it is half full is confident that it will provide them with another drink. The phrase glass half empty or half full is often used to help us think about the choices we have when we are faced with a problem. If you are given a new math problem, the glass half empty person may worry that they will get it wrong, the glass half full person may be thankful that they are learning a new math skill that will help them in the future. When you face a problem, do you immediately think that you can't do it or do you see it as an opportunity to learn something new? Is your glass half empty or half full?

This week we have been thinking about how we make the most of both the good times and struggles in our lives. The Christian seasons of Christmas, Epiphany and Lent have been celebrated by people for hundreds of years. Each year Christians and non-Christians celebrate the happy time of Christmas and fast during the not so happy time of Lent. How may a glass half empty person (often called a pessimist) or a glass half full person (often called an optimist) think about the seasons of Epiphany and lent?

Time to reflect

What advice should Person A give to Person B?

Person A: *"I know it is Epiphany and I should be enjoying myself, but Lent will be starting in a couple of weeks. I'm not looking forward to it. Giving up chocolate and sweets, I don't know if I'm going to be able to do it. Every time I take a bite of my king cake all I can think about is how much I'm going to miss it during Lent."*

Person B: *"Epiphany is great, I love the carnivals and the king cake. Lent starts in a few weeks and it's an opportunity to think about what is important to me and help others. I'm going to make the most of the few weeks left… I'm really looking forward to pancakes on Shrove Tuesday."*

Reflection (Prayer)

(Dear God)

We are thankful for the happy times in our lives. We also know that we all go through difficult times. Help us to celebrate and enjoy the good things in life. May we also reflect when things are not going so well. May we develop the skills of resilience, perseverance and optimism whilst we also learn the skill of appreciation. *(Amen)*



22.4 Attitude

Yesterday we thought about two different ways of viewing every problem or opportunity. Does anyone know what the word attitude means? Our attitude is the way we think or feel about something. Our attitude can help us to see a problem as either an opportunity or a stop sign on our journey. Our attitude can stop us from trying or remind us that practising is the only way to really master a problem. Our attitude can make us dwell on the struggles or remind us to appreciate what we have.

Time to reflect

Read and discuss the following quote:

Attitudes by Chuck Swindoll*

The longer I live, the more I realise the importance

of choosing the right attitude in life.

Attitude is more important than facts.

It is more important than your past;

more important than your education or your financial situation;

more important than your circumstances, your successes, or your failures;

more important than what other people think or say or do.

It is more important than your appearance, your giftedness, or your skills.

It will make or break a company. It will cause a church to soar or sink.

It will make the difference between a happy home or a miserable home.

You have a choice each day regarding the attitude you will embrace.

Life is like a violin.

You can focus on the broken strings that dangle,

or you can play your life's melody on the one that remains.

You cannot change the years that have passed,

nor can you change the daily tick of the clock.

You cannot change the pace of your march toward your death.

You cannot change the decisions or the reactions of other people.

And you certainly cannot change the inevitable.

Those are strings that dangle!

What you can do is play on the one string that remains – your attitude.

I am convinced that life is 10 percent what happens to me

and 90 percent how I react to it.

The same is true for you.

Reflection (Prayer)

(Dear God)

We are thankful for the happy times in our lives. We also know that we all go through difficult times. Help us to celebrate and enjoy the good things in life. May we also reflect when things are not going so well. May we develop the skills of resilience and perseverance whilst we also learn the skill of appreciation. *(Amen)*

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22.5 Good Or Bad Attitude

This week we have been thinking about the difference between Epiphany and Lent. These festivals are a yearly reminder that we all go through good and not so good times. Thinking about our struggles and our bad times may help us to think about how we might want to react when we face them.

Yesterday we heard about how our attitude may help us during the good and not so good times that we all face. Our attitude is the way we think or feel about something. Our attitude can help us to see a problem as either an opportunity or a stop sign on our journey. Our attitude can stop us from trying or remind us that practising is the only way to really master a problem. Our attitude can make us dwell on the struggles or remind us to appreciate what we have.

Reflection (Prayer)

(Dear God)

We are thankful for the happy times in our lives. We also know that we all go through difficult times. Help us to celebrate and enjoy the good things in life. May we also reflect when things are not going so well. May we develop the skills of resilience and perseverance whilst we also learn the skill of appreciation. *(Amen)*

Time to reflect

Spend time discussing the following:

- What is a good attitude? (Attitude to school, friends, family, things, work, self, etc…)
- What is a bad attitude? (Attitude to school, friends, family, things, work, self, etc…)



23.1 Respond Or React

Preparation

The assembly will open with questions that in the haste of being competitive pupils will hopefully get wrong. Choose two of the chattier members of your school community, pupils or staff. Arrange someone to write down their answers. The quiz will be repeated with different questions and competitors encouraged to take time to think about the question before answering.

I want two volunteers to take part in a quiz. I will ask you a few questions and you only have 5 seconds to give an answer, we will only accept your first answer. I will read out all five questions before I give out the answers. **Read out the questions, give the answers when all 5 questions have been asked.**

Q) If the white house is painted white, a blue house is painted blue and a yellow house is painted yellow. What colour is a greenhouse painted?

A) The answer is a green house is made of glass and shouldn't be painted.

Q) An egg is floating downstream of farm A and upstream of farm B, where did the egg come from originally?

A) The answer is the chicken.

Q) An electric train is travelling from London to Cardiff, that's east to west, but there is a strong wind that is blowing from west to east. Which way does the steam/smoke go, east or west?



A) The answer is that an electric train doesn't create steam or smoke.

Q) Spell most, spell post, spell coast. What do you put in a toaster?

A) The answer is bread.

Q) What does Y-E-S spell? (Pause) What does E-Y-E-S spell?

A) The answer is yes and eyes.

I need another two volunteers for a similar quiz. This time you will have 30 seconds to give an answer. Make sure you use the 30 seconds to think about the question, because the answers may not always be obvious. You can change your answer if you wish within the 30 seconds. **Read out the questions, give the answers when all 5 questions have been asked. (Emphasise the part of the question that will help provide the correct answer).**

Q) In a **pink bungalow (a home with only one floor/storey)** with pink carpets, pink walls and even pink ceilings, what colour were the stairs?

A) The answer is one-storey bungalow doesn't have stairs.



Q) A **cockerel** belonging to farmer A is sitting on the top of a hill. It lays an egg that rolls into farmer B's field. Who does the egg belong to?

A) The answer is a cockerel doesn't lay eggs.

Q) Say 'shop' five times. How do you spell 'shop'? At a set of traffic lights, what do you do at a **green light?**

A) The answer is you go at a green light.

Q) Timmy's mother has three children. The first was named April. The next was named May. What is the third child called?

A) The answer is Timmy.

Q) If a blue dressed person lives in a blue house, a yellow dressed person lives in a yellow house and a red dressed person lives in a red house, who lives in **'The White House'** (not a white house, The White House)?

A) The answer is president of the United States of America.

Compare the results of the two quizzes.

This week we are going to be thinking about two words. The first word is 'respond' and the second word is 'react'. They both have very similar meanings. They both refer to what you do or say after something is said or done to you. So, for example, I might say "How are you?" and you might respond by saying "I am good, thank you." If one of your toys has been broken you might say "I reacted badly when I heard that my toy had been smashed". If we touch something hot, we will probably react by pulling our hand away quickly. The word react is often used when something is done in a hurry, when we haven't had time to think about what we are saying or doing. More thought goes into a response. A response is often something that you have had time to think about.

In the first of our two quizzes this morning, **(the competitors names)** didn't have much time to answer the questions, their answers were a sort of reaction rather than a carefully thought out answer. They only had five seconds to answer the questions. In the second quiz, **(the competitors names)** had more time to respond to the question. They could give their response after 30 seconds. Which competitors did better? Even if the competitors who answered in 5 seconds did better than the competitors who answered in 20 seconds, the quiz will help us to remember the difference between react and respond. In our thoughts for the day this week we are going to continue to think about the difference between how we respond and how we react.

Time to reflect

- Who did better in the quiz? Why?
- When would you react?
- When would you respond?

Reflection (Prayer)

(Dear God)

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

23.2 React - Good Or Bad?

Can you remember any of the questions in yesterday's quiz? Can anyone remember the two words that we thought about? Respond and react. Can anyone tell me what they mean? They both have very similar meanings. They both refer to what we do or say after something is said or done to us. In this week's thoughts for the day we are going to explore the words and decide when it is good to react and when it best to respond.

A reaction is when we don't think about what we are saying or doing. Can anyone give an example of when reacting is a good thing. Many sports people need to react to be good at their sport. In tennis, when a ball is served, it can be coming at you at over 100 miles an hour. A tennis player hasn't got time to think, they need to react. A good tennis player will practise and practise to improve their reactions.

We can learn our times tables really well so that when I ask you what 8 times 4 is you react by saying 32 without thinking about it. We can learn our times tables so that they become a reaction, our brains just know them and can react. Playing an instrument, riding a bike, knowing that we should look left and right whilst at the same time looking for cars when crossing a road are all 'reactions' that as we practise we shouldn't need to think too much about.

When can our reaction not be a good thing? We will have all reacted by quickly saying something that we didn't mean or haven't thought about and hurt the feelings of other people. Well if you haven't, I know I certainly have. Not thinking before we say something can get us into trouble and harm our friendships. We may miss out on opportunities that we will find really exciting just because our first reaction was to say no, I'm not doing it. Whilst reacting to questions about times tables is good, working out a bigger maths problem will require us to think about and check the answer is correct. Knowing when to react and when to respond is something that we will learn as we experience different situations.

Time to reflect

(Ask the children not to mention the names of others involved.)

- When is a reaction useful?
- When can a reaction get you into trouble?
- Can you think of an example of when you haven't thought about what you are saying and hurt someone else's feeling?
- Has someone reacted and hurt your feelings?

Reflection (Prayer)

(Dear God)

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



23.3 Harmful Reactions

The Bible likens the tongue to the bit in a horse's mouth or the rudder of a huge ship, even though they are so small they have a huge impact. Our tongue and our words are small, but the effect they can have is massive. What you say at home and in school is far more powerful than you probably think. A kind word at the right time can make someone feel so much better and a harsh word at the wrong time can lead to all sorts of trouble. Proverbs is a book in the Bible that talks a lot about the power of our words.

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

The words that we use when we react to a situation can often be 'thoughtless' words. "I hate you", "give me that back", "you're stupid", are all reactions that can have a big impact on our friendships. This proverb warns us that our thoughtless reactions can hurt others and ourselves. Spending time to think about our response will help us to respond in a way that may not make a situation worse or harm our friendships. We often react when we are angry or upset, learning to stop and think is not easy and it will take time to practise.

Time to reflect

(Ask the children not to mention the names of others involved.)

- Can you think of a time when you reacted and made a situation worse?
- Can you think of a time when someone else reacted and made a situation worse?
- What can you do to 'respond' rather than 'react' when you are angry or upset?

Reflection (Prayer)

(Dear God)

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



23.4 Think And Respond

This week we have been thinking about the difference between two words, respond and react. What are the similarities between respond and react? They both refer to what we do or say after something is said or done to us. What are the differences? We often have time to think about our response, but a reaction is said or done without much thought. Can anyone give me an example of when it is good to react? (Times tables & sport.) Today, we are going to think about when it is best to respond.

When talking with our friends and family, it is often better to respond and think about what we are saying rather than reacting and saying the first thing that comes into our heads. Have you ever been told to 'think about what you are saying'? Thinking about the consequences of our words may help us choose which words we are going to say.

Time to reflect

- Discuss the following, how might a reaction make the situation worse, and how might a thoughtful response make a situation better?
- How might you react when someone wants to use what you are using?
- How could you respond when someone wants to use what you are using?
- How might you react when you want to use something someone else is using?
- How could you respond when you want to use something someone else is using?
- How might you react when people say hurtful things to you?
- How might others react if you were to say hurtful things to someone else?

Reflection (Prayer)

(Dear God)

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



23.5 Responding To Opportunity

How we react or respond can affect more than just what we say. This story comes from a thought for the day earlier in the year. Can you think of how our reaction to an opportunity may stop us from experiencing new and exciting things?

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

We can often react by refusing new opportunities or experiences. Ramesh overcome his initial reaction by watching his friends laughing and enjoying themselves. After having time to think about his decision, Ramesh decided to have a go and really enjoyed it. If we think about our response and think about the positives as well as the negatives of a situation, then even if we still decide not to have a go, at least we will have good reason why and that is a good response.

Time to reflect

- Can you think of how our reaction to an opportunity may stop us from experiencing new and exciting things?
- What are the positive reasons for going on a rollercoaster?
- What are the negative reasons for going on a rollercoaster?
- Can you think of other examples of when a quick 'no' will mean missing out on a great opportunity?

Reflection (Prayer)

(Dear God)

We are thankful for the many opportunities that we have in school and at home. Help us to find the courage to have a go and not just react by saying no. Whether it be acting, singing or making the most of the great outdoors, may we respond by making the most of the many opportunities we are given. *(Amen)*



24.1 Spring Festivals - Holi

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



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

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

There was once a prince of an evil king. The prince was called Prahalad and he loved the Lord Vishnu. The king was called Hiranyakashipu and he had been given a promise (or boon) by Lord Brahma. Lord Brahma promised that he would not be killed by man or animal, during the day or night, inside or outside, on land, in water or air, with arrows or swords. The boon (or promise) made King Hiranyakashipu very proud, he began to love himself too much, he ordered that everyone worship him.

The king knew of Prahalad's devotion to Vishnu. The king was jealous and his jealousy turned to rage. "I am the king", the king told himself, "Prahalad should worship me, not Vishnu". In his anger the king tried to kill his son. He arranged for his son, Prahalad to be thrown off a cliff, he even tried to



have Prahalad trampled by elephants and bitten by snakes. But none of them worked and Prahalad survived all of his father's evil schemes.

The king had a sister called Holika, she had a cloak that protected her from fire. The king asked Holika to sit in the middle of a bonfire wearing her cloak with Prahalad sitting on her lap. A fire was started and Holika sat in her cloak safe from the flames. As the fire began to roar, the cloak flew from Holika and covered Prahalad. Holika died in the flames whilst Prahalad was saved.

Lord Vishnu was angry with king Hiranyakashipu and in the form of a creature that was half man and half lion (neither man or animal) Lord Vishnu killed the king, at dusk (neither at day or night) on a door step (neither inside or outside), on his lap (neither on land, in water or air), with claws (neither arrows or sword). Prahalad became the next king and ruled with wisdom.

The first night of Holi is known as Holika Dahan and often includes a bonfire to celebrate the victory of good over evil. Many people think about how they can help good over the bad. The bonfire represents new beginnings, new life and a fresh start. The following day is called Ranwali Holi. People throw different coloured powder called 'gulal' over each other as part of the celebrations. The throwing of powders comes from another Hindu story about the gods. Lord Krishna loved Radha but thought she would never love him in return because Krishna was embarrassed about the colour of his dark blue skin. His mother suggested that Krishna colour Radha's face any colour he wanted. Krishna did what his mother suggested and began a wonderful love story.

The Holi festival is often called the 'festival of colour', or the 'festival of love'. For some people the colour of the powder represents important themes of the festival. Red represents love, blue is the colour of Krishna, yellow represents the sun, good luck and good fortune. Green represents the spring and new beginnings.

Time to reflect

- What is your favourite season? Why?
- Why are the following traditions practiced at Holi?
  - Bonfire?
  - Throwing of coloured powders?
- How is spring represented in the stories or practices?
  - Bonfire represents a fresh start and new life.
  - The green coloured powder represents springtime and new life.
  - The yellow represents the sun.
- Is there anything that you only do in spring? (Give and receive chocolate eggs?)

Reflection (Prayer)

(Dear God)

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

24.2 Las Fallas

Preparation

Image search: "Las Fallas Ninots" & "Ofenda de Flores Valencia". (As with all images and videos, please preview them before showing the pupils.)

In the Spanish city of Valencia there is a festival that takes place during March called Las Fallas. The festival is thought to have started in the middle ages when craftsmen, like carpenters and furniture makers, would welcome the coming of spring by burning waste wood left over from the previous year. The craftsmen would use the wood and rags to create human shaped figures, often with a hat for a head. They would display these figures called in front of their shops before burning them. The human figures became known as ninots or fallas. Las Fallas has grown into a monthlong festival with the fallas themselves being designed and created throughout the months before the festival.

Each area of the city tries to employ the finest designers, artists and craftsmen to create incredible sculptures made from cardboard and paper-mâché **(show images of the Fallas)**. On the night of the 15th March the Fallas are displayed in the centre of the city. Prizes are awarded to the best Fallas in various categories, including children's and very large ninots (see images). The Fallas are then burnt on the evening of 19th March, the last night of the festival. Those visiting the festival can vote to save one Falla from being burnt, it will then be displayed in the Fallas Museum in Valencia.

During the festival, on the 17th and 18th March, 'Ofenda de Flores' or the 'offering of flowers' takes place. People parade from all over Valencia to an area outside the Basilica (church) with bunches of flowers. These flowers are then used to create a 15-metre-high tapestry of flowers in the shape of a cloak for 'Our Lady', the mother of Jesus **(show images, search "Ofenda de Flores, Valencia")**.

Time to reflect

Look at the images of the Las Fallas' ninots.

- What talents and skills would you need to create the Fallas today?
- Look at the images of the flower offering to Our Lady.
- How is spring represented in the traditions practiced at Las Fallas?

Reflection (Prayer)

(Dear God)

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



24.3 Spring Equinox

Depending on who you ask will depend on what answer you get to this very important question. When does spring begin? If you study the temperature of the earth, measure the rainfall and try to predict the weather, then you may say that spring begins on the 1st March.

If you watch the stars and are interested in the rotation of the earth and the position of the sun and stars in the sky then you may say that spring begins on the day of the spring equinox. Does anyone know what the spring equinox is? An equinox comes from an old Latin word that means 'equal night'. The amount of time the sun is in the sky changes throughout the year. Every day, the sunset and sunrise will be at slightly different times.

During winter the sun rises later in the morning and sets earlier in the evening. Throughout spring the sun sets later in the evening and rises earlier in the morning. The sun is in the sky longer during summer than it is in winter. An equinox is the day in the year when the sun is in the sky for 12 hours and hidden for 12 hours, 12 hours of daylight and 12 hours of darkness.

Depending on where you are in the world the spring equinox will happen between the 19th – 21st March. A meteorological spring starts on the 1st March and ends on the 31 May. An astronomical summer starts on the spring equinox and ends on the summer solstice. The summer solstice is the day in the year when the sun is in the sky for the longest 20th – 22nd June.

Time to reflect

- When do you think spring begins? 1st March or 19th – 21st March?
- Will there ever be a right answer?
- What happens during spring that doesn't happen at any other time during the year?

Reflection (Prayer)

(Dear God)

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



24.4 Spring Clean

Have you heard of the term 'spring clean'? Spring clean is a phrase that refers to someone giving their house a thorough clean after the winter months have passed. Before the invention of central heating, radiators and gas boiler, most, if not all the homes in the UK were heated with coal or wood fires. This way of heating our homes would create a lot of soot and dust. Have you ever stood around a bonfire and then smelled the smoke on your clothes? Houses would smell smoky and stuffy after a long winter. During the winter, windows were kept closed to keep out the cold and keep in the heat. Spring was an opportunity for the windows to be opened and allow the fresh air to freshen up the house without the need for the fires to heat the house. The soot that had collected on curtains and furniture could be cleaned off ready for the warmer months.

Nowadays, with central heating, vacuum cleaners and chemical cleaning products, many people keep their house clean throughout the year without the need for a spring clean. Other people still use the spring as an opportunity to clean the parts of the house that are not cleaned very often, like behind the fridge or under the sink. A spring clean may provide the motivation to clean out drawers or cupboards that have become messy, you might sort out that stuff that you no longer want and take it to a recycling centre.

Time to reflect

- Do you think a spring clean is a good idea?
- Does a spring clean take place at your home?
- Discuss the meaning of the word freshness? What other words could you use to describe 'freshness'?
- Can you 'freshen' up friendships? Your learning? Your skills and talents? How?

Reflection (Prayer)

(Dear God)

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



24.5 Image Of Spring

This week we have been thinking about the season of spring. We have heard about a festival of colours. Can anyone remember what it was called? Holi. We have also explored the Spanish city of Valencia's festival of Las Fallas. We have discussed the two different dates that mark the beginning of spring and yesterday we learned that people once welcomed the freshness of spring by cleaning their houses after a long winter.

We started this week's theme with a challenge. A volunteer explained the theme for this week, but they were not allowed to use five specific words in their description. Can I have a volunteer to have another go? Describe the season of spring without using the words 'spring', 'warm', 'flowers', 'green' or 'colourful'.

Time to reflect

- If we typed spring into an image search on the internet what do you think the most popular images would be?
- If you had to create a picture about spring, what three images would you include?
- If you had to create a spring poem, what three adjectives (describing words) would you use to describe how spring might make people feel?

Reflection (Prayer)

(Dear God)

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



25.1 International Day Of Happiness

Preparation

Download the PowerPoint or PDF images and have them ready to show. Alternatively describe the item instead, they are included below. *(Images can also be downloaded from www.simplycollectiveworship.co.uk/calendar - Week 25)*

The 20th March is the International Day of Happiness. It is a day to think about our own happiness and how we can improve the happiness of others. In 2016, Red from the game and movie Angry Birds helped the United Nations to promote the International Day of Happiness. In 2017 the Smurfs helped to share the United Nations three aims to improve the wellbeing and happiness of everyone. They are to end poverty, reduce inequality and protect our planet. This week we are going to be thinking about happiness and why we might need an International Day to celebrate it. We will explore how we can improve it and share it with others.

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

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



Is everybody happy with the same things or do different things make different people happy? It is true that there are many things that will make us happy but are we able to be happy when we don't have these things, or even if we had them and then they were taken away? Are we able to control our happiness or is it just left to the things we have or the situations we find ourselves in? It is often said that happiness is a choice. Can anyone tell me what 'attitude' is? Our attitude is what we feel towards something. A positive attitude can help us to feel happy even in situations that you wouldn't expect to feel happy. If we decide not to enjoy something, it is certain that you won't enjoy it, but if we decide to give it a go you never know, it might make you smile. If you decide not to be happy, then you won't be. The definition of happiness is feeling good and who doesn't want that, and if being happy is a choice then before you let anything get you down, choose happiness.

When we are happy, our face likes to share it with the world by turning up the corners of our mouth and producing a smile for all to see. But smiling is not only a result of being happy, a smile can often make us happier. Smiles, noticed by others can often make them smile as well. Studies over the last 30

years suggest that if we force a smile on our own face, it can often make us feel happier inside. Smiley happy people are good to be around as they help to make the people around them happy as well.

Who would you prefer to be, a grumpy person with lots of money or a happy person with just enough money? Why? There is a word used throughout the Bible that is often translated as 'happy', but in some versions of the Bible, it is translated as 'blessed'. We may say that someone is blessed if they have something that other people want, so, for example, we might say that someone is blessed with good looks, a good singing voice or with a talent for football. So if a person is happy, the Bible calls them blessed, not because of what they have or haven't got, simply because they are happy. I think I'd rather be a blessed, contented person who is happy having just enough rather than a grumpy person with lots of money. To be happy also means to be content, and to be content would make anyone feel blessed.

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

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

Time to reflect

- What sort of things make you happy?
- What sort of things can remove your happiness?
- Choose to be happy today, choose to be happy no matter what others do and be happy as we all learn together.

Reflection (Prayer)

(Dear God)

We are thankful for happy times, for times when we feel good and content. Help us to choose to be happy today, may we be happy to work and play both individually and as a community. We are thankful that our faces want to tell others when we are happy. We are also thankful for the power of a smile. Help us to use a smile, not only to make us feel happier, but also the people around us. *(Amen)*



25.2 Happiness Controls

Yesterday we heard the question, 'are we able to control our happiness or is it just left to the situations we find ourselves in or the things we have?' It is often said that happiness is a choice. Can anyone tell me what 'attitude' is? Our attitude is what we feel towards something. A positive attitude can help us to feel happy even in situations that you wouldn't expect to feel happy. If we decide not to enjoy something, it is certain that you won't enjoy it, but if we decide to give it a go you never know, it might make you smile. If you decide not to be happy, then you won't be. The definition of happiness is feeling good and who doesn't want that, and if being happy is a choice then before you let anything get you down, choose happiness.

We often think of happiness as an emotion we feel, like laughing after a joke or the feeling we have after watching a funny film but happiness can be about how we approach a difficult problem or how we react when something bad happens to us. The word content means 'peaceful happiness'. Being content is as much a part of happiness as laughing out loud at a film or a funny joke. Like our health our happiness is not something that just happens to us, it is something that we can improve.

We all know the choices we need to make to become healthier, eat less unhealthy food and do more exercise, but do you know how to make yourself more content? To become happier, it is important to know how we feel and how we react when certain things happen to us. Anger is probably the opposite of being content, if we know what makes us angry we can try and avoid those situations. If we can't avoid those situations, then we can try thinking through ways in which we can calm ourselves down. We have the ability to control how happy we feel, we just need to practise.

Time to reflect

- How can you practise being happy?
- Do you need to face situations that would normally make you unhappy to practise being happy?
- How could you choose happiness when you don't feel like it?

Reflection (Prayer)

(Dear God)

We are thankful for happy times, for times when we feel good and content. Help us to choose to be happy today, may we be happy to work and play both individually and as a community. We are thankful that our faces want to tell others when we are happy. We are also thankful for the power of a smile. Help us to use a smile, not only to make us feel happier, but also the people around us. *(Amen)*



25.3 Getting It Wrong

Yesterday we thought about controlling our happiness and choosing to be happy in situations when you wouldn't normally feel happy. One wise saying in the Bible states that "Blessed is the man whom God corrects" (Job 5:17 NIV), or in other words happy is the person who gets told off by God. It's one thing to be told off by a parent or a teacher if we deserve it, but it is another thing to think that we would be happy to receive the punishment from them. But how do we know the right way to behave or the difference between right and wrong if we aren't corrected when we do something that we shouldn't. The writer of this saying is making it clear that those who receive correction and presumably learns from it will be happy. This reminds us of the parable of the wise and foolish builders. Jesus says that those who act on good advice are like a man living content in a house that he knows won't fall no matter how bad the storm is around him. Acting on good advice now and making the right decisions will have an effect on your happiness later on in life.

The United Nations has three aims to improve the wellbeing and happiness of everyone. They are to end poverty, reduce inequality and protect our planet. There are many things that humans have done to create poverty, create inequality and damage our planet. The United Nations along with many other organisations are 'correcting' the rest of humanity. If we listen and act on what they are telling us then not only will we be blessed, but the whole world will be happier.

Time to reflect

- Should a child who is told off for going to touch a flame be happy that they were told off?
- Can you think of another example?

Reflection (Prayer)

(Dear God)

We know that our decisions and actions can affect the happiness of ourselves and those around us now and in the future. Help us to make the right decisions and act on the right advice to ensure that we are able to lead happy and content lives, both now and in the future. *(Amen)*



25.4 Gross National Happiness

How do you know if a school is doing well? How do you know if a business is doing well? How do you know if a community is doing well? How do you know if a country is doing well? These are all difficult questions to answer. What are the questions asking? The term 'doing well' can mean lots of different things. For example, doing well at school will probably mean that your reading and writing is improving and that you are able to do increasingly more difficult sums in maths. Doing well at school may also mean that you are able to communicate with others and that you are learning how to be kind and considerate. It may also mean that you are able to solve the problems and challenges you face on a daily basis.

How do you measure the success of a country? Gross Domestic Product is one of a few measures that people use to answer this question. Working out a country's Gross Domestic Product is complicated. Gross Domestic Product is a measure of how much a country is worth and is usually measured in United States Dollars. In 2000 the UK's GDP was 1.6 Trillion Dollars ($1,600,000,000,000) and in 2017 had risen to 2.6 Trillion Dollars ($2,600,000,000,000). This week we are thinking about happiness? Between 2000 and 2017 the UK's GDP improved. Do you think that UK's happiness increased between 2000 and 2017? Is the UK a happy country?

Bhutan is a country in Asia between India and China. In the 1970's the king of Bhutan said that 'Gross National Happiness' is more important than 'Gross Domestic Product'. Since then Bhutan has measured its Gross National Happiness and uses the information to make decisions to help improve the country's happiness. Gross National Happiness includes wellbeing, health, education, the environment and the relationships in the community.

Time to reflect

- Could you measure the Gross School Happiness?
- What could we do in school to improve our happiness?
- What is more important, how much money you make or how happy and contented you are?

Reflection (Prayer)

(Dear God)

We are thankful for happy times, for times when we feel good and content. May we think about how we can improve our own happiness and the happiness of others. *(Amen)*



25.5 Quote Happiness

Read the following quotes and discuss what they could mean.

"Happiness is not something ready-made. It comes from your own actions." Dali Lama

"Happiness cannot come from without. It must come from within. It is not what we see and touch or that which others do for us which makes us happy; it is that which we think and feel and do, first for the other fellow and then for ourselves." Helen Keller

"Happiness is when what you think, what you say, and what you do are in harmony." Mahatma Gandhi

"Folks are usually about as happy as they make their minds up to be." Possibly Abraham Lincoln

"Most people are as happy as they choose to be."

"If you sow happiness you grow happiness."

"Happiness depends upon ourselves." Aristotle (a clever man who lived around 2400 years ago)

Time to reflect

- Is happiness something that we can control?
- How can we become happier people?
- What are the benefits of being a happier person?

Reflection (Prayer)

(Dear God)

We know that our happiness, contentment and satisfaction depend on what goes on around us, but more importantly, it depends on what goes on inside of us. Help us all to be happy people. Help us to be a happy learning community, a community that learns the essential skills to support and improve our well-being and the well-being of others. *(Amen)*



26.1 Quarrelsome Quails (Teamwork)

Preparation

Find and show an image of quails so that the pupils will know what a quail looks like. You may want to ask a group of pupils to read the story and turn it into a drama.



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

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

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

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

A few days later, whilst the quails were feeding, one quail misjudged his landing, and accidently stood on the head of a fellow quail. "I'm sorry" said the clumsy quail but to no avail and soon an argument broke out amongst the quails. The wise quail heard the squawking and told them that the conflict and arguing will lead to danger. It just



happened that the fowler was in the forest with his net. On hearing the quarrelling and seeing the great gathering of quails he acted quickly catching more quails than he had ever caught before. Instead of working together, some sided with the clumsy quail and some sided with the other quail. "Lift the net", one quail cried! "No, you lift the net!" another replied. Some flew one way and others flew in the opposite direction. The fowler, seizing the opportunity bundled the quarrelsome quails into the baskets. He took them to the market and sold them for a good price.

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

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

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

The story had a sad ending for the quails because they let arguments and quarrelling get in the way of working together. Just because we are in a team doesn't mean that the team will work. In the story of the quarrelsome quails, it took the wisest of the quails to help all the other quails realise what they could do if they worked together. Sometimes we need other people to help us realise what we can do when we work as a team. Teachers, adults or friends can help us to understand why we are working together. Teamwork often involves an aim or a goal. The wise quail told them to fly to the nearest thorn bush, the wise quail didn't tell them to fly to any old bush in any direction. Can you imagine if all the quails flew in different directions? It would be like a weird game of tug of war, the quails would have been working against each other. The quails knew that they were working together to escape from the net and they knew how to work together by flying in the same direction.

Time to reflect

- Can you think of an example when you have worked well in a group?
- Can you think of an example of when you worked in a group that didn't work well?

Reflection (Prayer)

(Dear God)

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

The terms 'team', 'teamwork', 'group' and 'groupwork' are used interchangeably throughout this weekly theme.

26.2 Quarrelsome Quail Questions

Spend some time thinking and discussing the story of the quarrelsome quails. Use the questions to reflect on the story.

- There were lots of quails living in a forest.
- A fowler, (a person who catches and sells birds), regularly caught some quails in a net, making the sound of a quail in need.
- A wise quail called a meeting and suggested that when caught the quails work together to free themselves.
- Over the next few days quails continued to be caught, but they all flew off in the same direction and escaped.
- A quarrel broke out amongst some of the quails.
- The fowler heard the squawking and threw his net to catch the arguing quails.
- The quails refused to work together and were caught, taken and sold at the market.

Time to reflect

- What is the moral of this story?
- What can we learn from the story?
- What can we achieve when we work together?
- What can stop us from working together?

'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.' (Bible: Ecclesiastes 4:9-10 GNT)

What does the passage from the Bible say about working together?

Reflection (Prayer)

(Dear God)

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



26.3 Team Work Goals

Today we are going to continue to think about what we can learn from the story of the quarrelsome quails. We will have many opportunities to work together in and outside of school. Can you think of when you will work with somebody else?

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

Just because we are in a team doesn't mean that the team will work. We will often find ourselves in groups with other people, but that doesn't mean that we will naturally begin to work together. The quails were in groups long before the wise quail suggested they work together to escape the fowler.

Teamwork often involves an aim or a goal. The quails met to discuss what they could do about the fowler. They wanted to work together so that the fowler wouldn't catch and carry away anymore of the quails. Often the aims and goals of our working together are simply the solutions to the problems we find ourselves in. Lining up at the dinner queue is working together rather than all pushing to be the first to get dinner. The goal of buddy reading is to help someone improve their ability to read.

Time to reflect

- Think about goals and aims for the examples of when you work with somebody else.

Reflection (Prayer)

(Dear God)

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



26.4 Team Work Roles

Does your school use a system of assigning roles when pupils are working in groups? E.g. Facilitator, timekeeper, recorder etc… If so, include these as an example of the different roles in a team.

Can anyone tell me how a goal or an aim can help a group of people work together? Today we are going to continue to think about how we can work well when we are in a team. In the story of the quarrelsome quails, the wise quail told them to fly to the nearest thorn bush. The wise quail didn't tell them to fly in any direction to any old bush. Can you imagine if all the quails flew in different directions? It would be like a weird game of tug of war, the quails would have been working against each other rather than working with each other. The quails knew that they were working together to escape from the net and they knew how to work together by flying in the same direction. Yesterday we thought about the aims and goals of working together, today we are going to think about what we need to do to be able to achieve these aims and goals.

In a football team, each player will have a specific role. Can you tell me what are the different roles in a football team? What do they do on the team? An effective football team has a goalkeeper, defenders often called full-backs and centre backs, central midfield, wide midfield and strikers. The aim of the team is to score more goals than the team they are playing. The aim of each player is slightly different, the goal keeper needs to keep the ball out of the goal whilst the striker is to score a goal against the opposing team.

What is the aim of a buddy reader? If you are the person helping someone improve their ability to read, your job might be to listen to someone else read. Occasionally you might read some bits as an example of what reading fluently might sound like. When listening, if someone struggles or misreads a word, you may feel like you want to correct them and read it for them, but it may be better to pause to see if they realise their mistake, then you can remind them to sound out the word. You may ask them if the word they did say makes sense. You may ask questions to find out if they understood what they read. If you are the person reading to someone else, your job is to practise your reading skills and benefit by following their advice.

Time to reflect

- How can knowing your role help a team work well?
- Can you think of the different roles for the examples we thought about yesterday?

Reflection (Prayer)

(Dear God)

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



26.5 Team Work Quarrels

This week we have been thinking about team work and what we can do to help a team work well. What have you learned about teamwork?

- Have a clear aim.
- Know about the different roles in a team.

There are many other important skills that will help a team to work well.

- Listening to each other.
- Being able to follow the instructions of others.
- Persistence.
- Resilience.
- Patience.
- Respect for others.

Can you think of any others?

Another important lesson in the story is about how the team work fell apart when they started to quarrel. The word 'quarrel' means an argument and is often used to describe a disagreement between people who like each other about something that isn't really important. Even though the quails knew what their goal was and they knew what they had to do to achieve it, their quarrelling got in the way. The quarrel started because one quail misjudged a landing and stood on the head of another quail. A quarrel can often feel important at the time but in the case of the quails the quarrel got in the way of something far more important, being able to escape the net of the fowler.

Time to reflect

- What can stop you from working well as a team?
- What can you do to stop a team from quarrelling? Understand that quarrelling can stop a team.

Reflection (Prayer)

(Dear God)

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

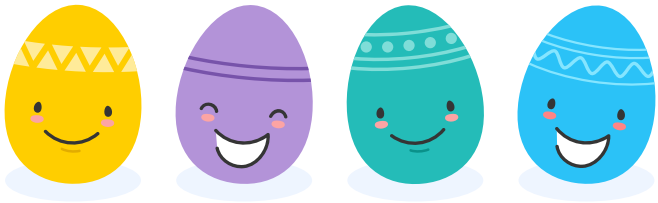


27.1 Sorry! Forgive! Easter!

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

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

Can anyone tell me what is being celebrated during the coming school holidays. Easter is the most important Christian festival in the year. Christmas remembers Jesus' birth, but Easter celebrates the central theme of Christianity which is forgiveness and hope. To forgive someone means to stop feeling angry towards someone for something they have done wrong to you, it may mean that you no longer want to punish the person for their wrongdoing. Many Christians believe that humans can only be forgiven because Jesus was prepared to take their punishment and was put on the cross, the event remembered on Good Friday. It is called 'Good' Friday, for the very reason that it is good news for Christians. It was through Jesus' death that they can find forgiveness for the wrong things they have done in their life. Easter Sunday is important as it celebrates Jesus' resurrection two days later. **(Show any relevant videos)**. This week we are going to think about why it is so important to be able to say sorry when we know we have done things wrong and why it is important to forgive others when they are truly sorry.



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

Feelings of guilt often follow the things that we say and do that we know are wrong and that possibly hurt others. When we are wronged, that is, when someone does something nasty or hurtful to us, we may feel angry or upset. This is a natural feeling that we have, but what can we do with those feelings. To 'forgive' means to stop feeling angry towards someone for something they have done wrong to you. Guilt and anger are natural feelings, but they are not what we want to focus on in our school community **(what is your school motto, talk about how guilt and anger**



may get in the way of those values). Saying sorry and forgiving others when they have wronged us are a good way of dealing with those uncomfortable feelings and will stop them from growing and causing bigger problems. Easter is a time of hope and new beginnings, it is a good time to remind us that we have a new beginning when people forgive us and that we should do the same and forgive others.

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

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

Time to reflect

- What emotions and feelings can be affected by the scales being unbalanced?
- When have you said sorry or forgiven people, has it made the situation better?

Reflection (Prayer)

(Dear God)

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

27.2 Tom And Jack

Yesterday we heard the following story.

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

Time to reflect

Discuss the story.

- What should Tom do?
- What should Jack do?
- Have people trusted you when they knew you had done something wrong?
- Does forgiveness help to mend friendships?

Reflection (Prayer)

(Dear God)

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



27.3 Scales

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

Time to reflect

The following are examples of things we can do that will unbalance the scales:

- Calling someone a horrible name.
- Taking someone's pencil without asking.
- Pushing in when someone is queuing nicely.
- Telling a lie about someone else.
- Not sharing toys/items that are there for everybody.
- Other

Using different examples, discuss how they can make people feel (using the example of the unbalanced scales) and then think about what can be done to right the situation and re-balance the scales.

Reflection (Prayer)

(Dear God)

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



27.4 New Life

This week we have been thinking about Easter and the theme of forgiveness. Easter is a spring time festival. Many religions celebrate the coming of spring as it is a time of re-birth. For example, new leaves and flowers appear after the long winter. The days start to get longer and warmer. Many animals give birth to their young in spring. This allows the offspring to grow over the summer months and be strong enough to survive the following winter.

The theme of resurrection and new life is remembered in many of the traditions associated with Easter. Lamb is traditionally eaten, and lambs are a sign of spring. Eggs and chicks are also symbols of new life. Even the date of Easter was chosen to highlight the new life of spring. Confusingly, Easter day is always the first Sunday after the first full moon after the first day of spring. Many years ago, new Christians would be baptised into the church community on Easter morning as the sun rose and shone through the east window of the church. The east window is traditionally above the altar. The newly baptised Christians would then take their first communion, (bread and wine) from the altar beneath the east window.

Eggs have become an important part of the celebrations regarding Easter. The traditions relating to eggs vary greatly, but they have their beginnings in the traditions surrounding lent. Lent is the name given to the forty days leading up to Easter. Many of us may mark the beginning of lent by eating pancakes on Shrove Tuesday, also known as pancake day and many people nowadays give up eating chocolate during lent. Lent remembers Jesus praying and fasting (going without food) for forty days after he was baptised. Many years ago, people would give up more than just chocolate, they gave up food made with milk, eggs and flour. The day before lent they would use up their eggs, flour and milk by making pancakes. During the forty days of lent a lot of eggs would be collected, some of these eggs were painted red on Easter day to remember Jesus' death and resurrection.

Time to reflect

- Why is Spring associated with new life?
- Have you heard of a 'spring clean', what is it and why does it happen at spring time?
- Why do you think lots of people celebrate and look forward to the coming of spring?

Reflection (Prayer)

(Dear God)

We are thankful for spring time, for the beginning of warmer weather and for the life that is returning to our countryside. May spring remind us of new beginnings and a fresh start, help us to celebrate new beginnings and fresh starts this Easter. *(Amen)*



27.5 New Life, Second Chance

This week we have been thinking about Easter and the theme of forgiveness. Yesterday we thought about spring time and new life. Christians celebrate Jesus' resurrection at Easter, when he rose from the dead after he was crucified on Good Friday. Spring is a great time to remember and celebrate new life. Many religions celebrate the coming of spring as it is a time of re-birth.

We have also been thinking about saying sorry and forgiving each other when we or others have said or done something that we know is wrong. It doesn't matter how dark things become during winter, spring will always be there to bring about new life. Saying sorry, forgiving others and being forgiven is a way of making hard times brighter. It is an opportunity to bring new life into a friendship or a family. Saying sorry, forgiving others and being forgiven provide second chances.

When people do things to hurt us by saying something that they shouldn't, we can often feel as if we are never going to talk to that person again. But do we say and do things that hurt other people? Imagine what our school or our families would be like if we never forgave the wrong things that other people did to us, and they never forgave us for the wrong things that we did. Eventually no one would talk to anyone else! It is easier to forgive others when we know that other people forgive us and give us a second chance. Parents, family members, carers, teachers and our friends will have all forgiven you for some of the things that you have done. We all make mistakes or bad choices. It is probably true that some people make more mistakes or bad choices than others, that just means that we need to give them more chances. We can't control what other people do and say, but we can certainly make a choice to protect how we feel inside when other people hurt us. Forgiveness and saying sorry is like a spring clean for our insides (thoughts and feelings).

Time to reflect

- Why is saying sorry, forgiving others and being forgiven like a spring clean for our (thoughts and feelings)?
- Is forgiveness only important during Easter?
- Spring clean and balance the scales are two ways we have thought about forgiveness this week, can you think of any others?

Reflection (Prayer)

(Dear God)

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



28.1 Vaisakhi

This week we are going to be thinking about the religion of Sikhi. Sikhi is the youngest of the six main world religions (as identified by the Office of National Statistics). The Sikh religion was founded by Guru Nanak Dev. Nanak was born to a Hindu family in the Punjab region of Northern India on the 15th April 1469. As a child, Nanak was very interested in God, gods and religion. It is believed that when Nanak was in his thirties, he disappeared for three days. When he reappeared, he explained that he had met with God. He began teaching that people should show devotion to God. He preached that all people were equal, no matter what religion they were. His message spread throughout the region of the Punjab and his followers became known as Sikhs.

The village in which Guru Nanak was born was called Talwindi. The name of the village was changed to Nankana Sahib after he was born. The village has grown to become one of the main cities in its district of the Punjab. A special Sikh building called a Gurdwara was built to mark the birth place of Guru Nanak and many Sikhs visit the city and the Gurdwara on the anniversary of his birth.

There is an important spring festival that is celebrated by Sikhs which takes place on the 13th or 14th April each year. Vaisakhi is the Sikh new year festival, an ancient harvest festival and it also remembers a very important event that took place in 1699, a couple of hundred years after the beginning of the Sikh religion. This event has shaped the way many Sikhs have lived their lives ever since. Guru Gobind Singh was the tenth teacher and spiritual leader to lead the Sikh people. Fighting in India between different communities had resulted in Sikhs being killed for their beliefs. Guru Gobind Singh's dad had been killed in the troubles. In 1699, during the time of the spring harvest festival, Guru Gobind Singh called a meeting of all Sikhs in the Indian city of Anandpur Sahib.



He asked the crowd to continue to believe the Sikh beliefs and practice the Sikh teachings during this difficult time. Guru Gobind Singh then lifted up his sword and asked the crowd, "Who is prepared to die for their faith?" One man stepped forward. Guru Gobind Singh took the man into a tent. Shortly afterwards, Guru Gobind Singh reappeared on his own with blood on his sword. Guru Gobind Singh asked again, "Who is prepared to die for their faith?" Another man stepped forward and again Guru Gobind Singh led him into the tent. Guru Gobind Singh reappeared on his own again with more blood on his sword. "Who is prepared to die for their faith?" the Guru repeated. After the fifth man had answered the call to die for the faith, Guru Gobind Singh came out of the tent with the five men all dressed in blue and wearing turbans on their heads.



Guru Gobind Singh sprinkled holy water on the five men, baptising them into the Khalsa. These men became known as the 'Panj Piare' or 'Beloved Five'. The word Khalsa refers to 'the community of the pure'. Sikhs that are prepared to obey the beliefs and teachings of the Sikh religion are still baptised into the Khalsa. Guru Gobind Singh also introduced five symbols to help identify the members of the Khalsa. Has anyone heard of the 5 K's? Guru Gobind Singh said that members of the Khalsa should not cut their hair. Called Kesh, the long hair has often been a symbol of strength and holiness in many communities and cultures. Many Sikhs wear a metal bracelet made from steel called a Kara, it is often thought to symbolise an everlasting God because it has no beginning and no end. A Kanga or wooden comb is worn, often in the hair, as a reminder that Sikhs should keep a clean mind and body. Kachha is a special type of cotton underwear or shorts and a symbol of purity. A Kirpan, or sword is worn to symbolise the struggle of good over evil, defence of the weak and spirituality.

Vaisakhi is a very important Sikh festival as well as being a special spring harvest celebration. It marks the Sikh new year and the beginning of the Khalsa. This week we are going to find out more about what happens during the Vaisakhi festival and we will find out more about the Sikh religion.

Time to reflect

- What beliefs or traditions are really important to you or your family?
- Do you think the Panj Piare or Beloved Five were brave? Why?
- Have you seen the five Ks before?
- Do you or anyone you know wear the five Ks?
- What do you think they mean to a person wearing them?

Reflection (Prayer)

(Dear God)

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



28.2 Guru Granth Sahib

Can anyone remember the name of the religious festival that we thought about yesterday? Vaisakhi is a very important Sikh festival. A Sikh is a follower of the religion called Sikhi. Vaisakhi is a spring harvest festival. Can any remember what else is celebrated during this festival? It is the Sikh new year and a time to remember the birth of the Khalsa, the community of the pure. Can anyone remember the account of Guru Gobind Singh and the Beloved Five?

The Guru Granth Sahib is the holy book of Sikhs. It contains many Hindu and Sikh hymns. Some of the writings in the Guru Granth Sahib are poems that were written by Guru Nanak. It was created by Guru Gobind Singh, the same Guru that created the Khalsa, before he died in 1708. 'Guru' means 'teacher' and the book is the 11th and final Guru (teacher) of the Sikh religion (Guru Gobind Singh was the 10th Guru). A building that contains a Guru Granth Sahib is called a Gurdwara. The book is treated with the same respect as a Guru would expect. Sikhs never turn their backs on it and it is never placed on the floor. Every evening a Guru Granth Sahib is 'put to bed', by covering it in silk cloth, and each morning there is a procession and it is placed on a special platform called a Manji Sahib.

Time to reflect

- What books do you think are really really important?
- Do you know the name of any other holy or religious books?
- Why do you think the Guru Granth Sahib is treated with respect?

Reflection (Prayer)

(Dear God)

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



28.3 Celebrating Vaisakhi

Can anyone remember the name of the religious festival that we thought about on Monday? Vaisakhi is the Sikh new year and a time to remember the birth of the Khalsa, the community of the pure. Can anyone remember what the Sikh holy book is called? Guru Granth Sahib. Can anyone remember what a building that contains a Guru Granth Sahib is called?

During the celebrations, many Sikhs will visit the Gurdwara. The Gurdwara will be specially decorated. Many Sikhs will take part in Vaisakhi processions called nagar Kirtans. A nagar refers to a town or area of a city and Kirtan is the name of the hymns and readings from the Guru Granth Sahib. People parade the streets singing hymns from the Guru Granth Sahib and dancing. Some nagar Kirtans, especially those that take place in the Punjab area of India contain mock fighting displays from a Sikh martial art called Gutka. The Guru Granth Sahib is the 11th Guru (or teacher) of the Sikh religion. The Guru Granth Sahib will often be carried in a place of honour in the nagar Kirtan. The community will often eat a meal together in the Gurdwara.

Vaisakhi is a celebration of the birth of the Khalsa in 1699. Can anyone remember the account of Guru Gobind Singh and the Beloved Five? What does Khasla mean? The community of the pure. Many Sikhs are baptised into the Khalsa during the festival. The Khalsa was started in the city of Anandpur in the Punjab region of India. There are large celebrations in the city to mark the festival of Vaisakhi.

Time to reflect

- Do you think it would be special to become a member of the Khalsa on the 'birthday' of the Khalsa? Why?
- Have you seen or taken part in a nagar Kirtan?

Reflection (Prayer)

(Dear God)

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



28.4 Sikhi In The UK

Sikhi is one of the six main world religions* that is practiced in the UK. Sikhi began in the Punjab region of Northern India over five hundred years ago by Sikhism's first Guru, Guru Nanak. In 1699, the tenth Guru, Guru Gobind Singh began the Sikh Khalsa or the 'community of the pure' and brought together religious hymns and writings to create the eleventh Guru and the Sikhism's holy book called the Guru Granth Sahib.

It is thought that the first Sikh person to move to and live in the UK was someone who ruled the Punjab as a child. Duleep Singh became the ruler (Maharaja) of the Punjab at the age of five. In 1849, after the British had taken control of the Punjab area of India, Duleep Singh was sent to live in the UK. The first UK Gurdwara was opened in 1911 at Putney in London. Today there are Gurdwaras in many towns and cities across the UK.

After World War 2, the British government had been encouraging people from India to come to the UK and help rebuild the country. Most Sikhs that live in the UK either moved from the Punjab in the 1950's and 1960's or are children or grandchildren of Sikhs that moved to the UK. Many Sikhs settled in London, Birmingham and West Yorkshire working in factories and textile mills.

Sikhi has grown in the UK and is amongst the six most popular religions practiced in United Kingdom. Today Vaisakhi celebrations and nagar Kirtans (Vaisakhi processions) don't just take place in India, they are a common sight in many of the towns and cities in the UK.

Time to reflect

- Do you know how long your family has been in the UK?
- Do you know someone in your family that has moved to the UK, or moved away from the UK?
- Have you seen or taken part in a nagar Kirtan?

Reflection (Prayer)

(Dear God)

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

**The six main world religions are those that are reported by the Office of National Statistics in Census data from 2001 and 2011.*



28.5 Intercultural Education

'Multiculturalism' is a society in which different cultures live alongside one another, but don't necessarily mix, apart from possibly the workplace. The Council for Europe uses the term 'Interculturalism' to highlight the need for people from different cultures to integrate and live lives together. We should celebrate the intercultural nature of our schools as pupils from different cultures mix, play and work together. If your setting doesn't have many pupils from different cultural or ethnic backgrounds, referencing the various cultural experiences like food and what is seen during trips and visits as well references on popular TV programmes will all support intercultural education.

Have you heard of the word 'multicultural'? Does anyone know what it means? It means that a number of cultures, or people from different ethnic groups live alongside one another. Can anyone give me examples of different cultures living together in the UK? Has anyone heard the term 'intercultural'? 'Intercultural' refers to different cultures mixing and working together, rather than 'multicultural' which means people just live alongside one another.

This week we have been thinking about the religion of Sikhi and specifically about the festival of Vaisakhi. Yesterday we heard that Sikhi is amongst the six most popular religions that are practiced in the UK. But there are many more religions and beliefs that affect the lives of people in our country. There are lots of benefits of cultures living together. Chinese restaurants started opening up in London at the end of the 1800's. Today, food from all around the world can be experienced by anyone in the UK. We are able to see very different cultures, their architecture and customs without having to travel to distant lands, we can see and experience them right on our doorstep. Our schools are excellent examples of children from different cultures mixing and working with each other.

Time to reflect

- Think about the difference between living alongside one another and actually mixing with each other.
- How have you experienced mixing with other cultures?

Reflection (Prayer)

(Dear God)

We are thankful for all the nations, peoples and cultures of the world. We are thankful that we live in a nation where we have the opportunity to mix and experience other cultures daily. Help us and others to work together, to celebrate our differences, but more importantly, focus on what unites us. *(Amen)*



29.1 Be Friendly

The example of the two friends in today's assembly is also in cycle 1, 10.1 and cycle 2, 14.4, if you have used the story before, ask pupils whether they have improved as a friend since last hearing the story?

Can anybody tell me how they think a dictionary would define the word 'friend'? A definition of the word 'friend' is someone who you know well, someone you like a lot, but isn't usually a member of your family. A friend is someone you can trust. The word friend can stand for a wide variety of relationships that we have. When you go on holiday, you might 'make friends' with other children even though you'll never see them again. You might have swimming lessons, you might call those in your swimming class your friends even though you only see them once each week at the swimming pool. Friends at school will also vary, you may see some of them only at school, you may invite others over to your house, or they may invite you. Your teachers may have friends on Facebook that they only met once and have never spoken to since. The dictionary definition describes a friend as someone you know well and that you like a lot. Someone who you trust. A good friend is someone that you spend a bit of your life with, those that tell you their secrets and value your opinion.

It is thought that most adults will have no more than four or five close friends. But only having a few close friends doesn't stop them knowing, working and being friendly with the other people that are around them. This week we are going to think about the words 'friend' and 'friendly'. The word friend is a noun which means it is a thing, a friend is a person (or maybe a dog). The word 'friendly' is an adjective,



friendly describes what it is to be a friend. How would you define the word 'friendly'? An online definition simply defines 'friendly' as 'kind and pleasant'. What synonyms, or similar words for friendly would you find in a thesaurus? Kind and pleasant are obviously two. Welcoming, good, loving, loyal, sympathetic, helpful, faithful are all qualities of a friendly person.

One proverb in the Bible states that 'A *person* who has friends must… be friendly' (Proverbs 18:24 NKJV). This week we are going to think about the qualities of a close friend, but we are also going to think about what is to be a friendly person. Imagine you have two friends, when you hurt yourself one likes to laugh whilst the other wants to help. When you're round at a friend's house, one makes you do what they are doing, the other asks you what you want to do. When it's your birthday one friend buys you the album they like, the other buys you the album you like. On a day out one friend buys ice-cream for themselves, the other buys all their friends an ice-cream. If you were to choose a partner to lead you blindfolded around an assault course which of the two

friends would you choose? Why? Remember the definition of a friend? Someone you like a lot, you know well and that you can trust. Could you trust both of these friends?

For a healthy friendship, it is important to have trust. We should be able to trust our friends and our friends should be able to trust us. What would happen if our friends lost their confidence in us, or we lost our confidence in our friends? The proverb says to have friends means being friendly. Another proverb says, 'A gossip tells everything, but a true friend will keep a secret' (Proverbs 11:13 CEV). To have good friends, first it is important to be a good friend. To be able to trust others, first they need to be able to trust us.

There are other proverbs in the Bible that give good advice, suggesting other important 'friendly' qualities. Listen out for two important qualities in the following proverb. 'One who has unreliable friends soon comes to ruin, but there is a friend who sticks closer than a brother' (Proverbs 18:24 NIV). What were the two qualities? Being reliable and being loyal. Reliable is another word for 'trusted'. Support is another word for loyal. A friend is someone who will support you and you will support those that are your friends.

A friendly person is someone who thinks about how their words can be used to help and make other people feel good. We can be friendly in the way we talk to others. In the example of the two friends, one makes you do what they are doing but the other asks you what you would like to do. Friendship is a balance between doing and talking about what you want and doing and talking about what your friends want. Another proverb says that 'one who loves a pure heart and who speaks with grace will have the king for a friend' (Proverbs 22:11 NIV).

This morning we have thought about some of the qualities of a friendly person. A friendly person is trustworthy, kind, pleasant, loyal and supportive. A friendly person thinks about what they are saying and puts other peoples' wants and needs before their own. Having friends starts with being a friend.

Time to reflect

- What qualities do you want in a friend?
- Do you demonstrate those qualities to your friends?
- How could you become friendlier?

Reflection (Prayer)

(Dear God)

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



29.2 Friend Types

Can anyone remember the qualities of a friend that we thought about yesterday? We also thought about the many different types of relationships that we use the word 'friend' for. Today we are going to continue to think about the different types of friends that we can have.

The word friend can stand for a wide variety of relationships that we have. When you go on holiday, you might 'make friends' with other children even though you'll never see them again. You might have swimming lessons, you might call those in your swimming class your friends even though you only see them once each week at the swimming pool. Friends at school will also vary, you may see some of them at school, you may invite others over to your house, or they may invite you. Your teachers may have friends on Facebook that they only met once and have never spoken to since.

We often make friends with people because we like something about their personality. Different friends will have different qualities. We might like a person because they are:

- loyal and trustworthy;
- fun and adventurous;
- really honest about everything stopping you from making bad decisions;
- wise and always seems to know the right thing to do;
- someone who is the complete opposite from you.

Time to reflect

Think and talk about the many places that you might make friends.

Can you think of one of your friends that is:

- loyal and trustworthy;
- fun and adventurous;
- really honest about everything stopping you from making bad decisions;
- wise and always seems to know the right thing to do;
- someone who is the complete opposite from you.

What other types of friends can you think of?

Reflection (Prayer)

(Dear God)

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



29.3 Good Friend?

The example of the two friends in today's assembly is also in cycle 1, 10.1 and 2, 14.4, if you have used the story before, ask pupils whether they have improved as a friend since last hearing the story?

Imagine you have two friends, when you hurt yourself one likes to laugh whilst the other wants to help. When you're round at a friend's house, one makes you do what they are doing, the other asks you what you want to do. When it's your birthday one friend buys you the album they like, the other buys you the album you like. On a day out one friend buys ice-cream for themselves, the other buys all their friends an ice-cream. If you were to choose a partner to lead you blindfolded around an assault course which of the two friends would you choose? Why?

Time to reflect

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

Reflection (Prayer)

(Dear God)

For a healthy community, it is important that we can trust others and it is important that others can trust us. Help us earn the trust of others in what we say and what we do. *(Amen)*



29.4 Friend Qualities

As a class or in small groups think of as many qualities of a friendly person as you can (examples below).

- Can trust others
- Caring
- Considerate
- Courteous
- Dependable
- Fair
- Forgiving
- Fun
- Good listener
- Gracious
- Honest
- Kind
- Loyal
- Non-judgemental of others
- Patient
- Reliable
- Respectful
- Selfless
- Sharing
- Sympathetic
- Tolerant
- Trustworthy

Time to reflect

- Choose or vote on the 5 most important qualities of a best friend.
- Choose or vote on the 5 most important qualities of a friendly person.
- Are they the same qualities?
- How well would you do if you were to score yourself out of 10 against the qualities of a best friend (10 being most trustworthy or most courteous etc…)?
- How well would you do if you were to score yourself out of 10 against the qualities of being friendly?

Reflection (Prayer)

(Dear God)

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



29.5 Friendly Questionnaire

Yesterday we tried to list many qualities of a friendly person. If you were to write a questionnaire to find out how friendly a person was, what questions would you ask?

You might tease out particular qualities or just ask them to list their friendly qualities. You might ask them how they might react in certain situations. You might want them to tell you about their personality, are they adventurous and fun, wise or honest.

Time to reflect

The aim is for the whole class to come up with 5 or 6 'good' questions. In small classes, you may want to repeat the following a couple of times. Allow for plenty of discussion.

- Everybody think of questions for the friendly questionnaire.
- Share the question with a friend. Each pair can only keep one question. They can combine them or improve the question, but they can only agree on one.
- Get into groups of 4 (2 pairs) share the two questions. Each group can only keep one question. They can combine or improve the question.
- Feedback the questions as a class, one per group.
- Do the questions help you to find out how friendly a person is? Do we need to add any more questions?

Reflection (Prayer)

(Dear God)

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



30.1 Weights And Measures

Preparation

If possible, but not necessary, have a range of measuring instruments available, e.g. a 30cm ruler, a metre stick, a tape measure, a set of weighing scales (or balance scales or both). Make reference to them at the appropriate part in the assembly.

Today we are going to be thinking about weights and measures. We are going to explore the units that we use to measure and weigh things today and we are going to think about how people weighed and measured things in the past. Can anyone tell me the names of some of the units of measurement that we use today? (e.g. millimetres, centimetres, metres, kilometres, miles, millilitres, litres, gallons). We use different units of measurement when we need to measure different things. When would you use centimetres? When would you use metres? When would you use kilometres or miles? When would you use litres? When would you need to use grams or kilograms?

If I needed 20-centimetre strips of paper for a paper chain, how would I go about measuring them accurately? If I needed 200 grams of flour to make a cake, how would I go about measuring the flour accurately? Today measuring things accurately is easy if you have the correct instruments. Sets of weighing scales, rulers and measuring jugs can be bought easily. But imagine if you didn't have a ruler or a set of weighing scales, how would you ensure that you were using the right amount of flour. If you were buying a sack of flour or grain, how would you ensure that you were paying the correct amount.

Accurate ways of weighing and measuring developed as people needed to ensure they were paying a fair price for their goods.

If you didn't have a ruler what could you use to measure how long something is? An inch was (and still is) a standard unit of measure in the UK. It comes from an old English word 'ince' or 'ynce'. In 1150 AD a king of Scotland called King David 1 defined an ynce as a width of a man's thumb at the base of a nail. To make sure that measurement was fair, the width of three mens' thumbs were added together, one small thumb, a medium thumb and a large thumb. The total was then divided by three to get a fair measurement. Two hundred years later an inch was defined as three grains of barley placed end to end lengthwise.

As well as the thumb, the foot and forearm have also been used to measure how long something was. The length of a human 'foot' is where we get the measurement 'foot' or 'feet'. How many inches are in a foot? 12. Most thirty-centimetre rulers also measure 12 inches or one foot. The distance from an average male adult's elbow to finger tip is about one and half feet, two forearms added together would roughly make a yard. A yard is a length of 3 ft and was (and still is) used to measure larger distances like the room of a house or even calculate the area of a field. A mile is 1,760 yards or 5,280 feet. Originally the term mile was used by Roman soldiers to estimate how far one town was from another as they marched across the Roman Empire. A Roman mile was a thousand paces (a Roman pace was two footsteps or strides).

To create accurate measurements a rod or bar would be used to set the standard measurement. Many thousands of years ago,



the cubit was the standard measure of length in Egypt. It was defined as the length of an average forearm, but because the forearm of one person may be different from the forearm of another person, a rod or bar was made and kept in the local temple. If someone was selling a plot of land, the rod would be used to calculate the area of the land so that the price could be calculated fairly.

The length of forearms, feet and thumbs are different for different people so creating an accurate standard unit of length for everyone to use is difficult. In the 1790's, French mathematicians calculated the distance of two fixed points on the earth, the Equator to the North pole through Paris. They then divided this distance by ten million, the result was the metre. An iron bar with two lines exactly 1 metre apart was created and kept in Paris. This became the standard metre that all other metres are based on. Although the length has stayed the same, the way to accurately define a metre has changed twice since the first iron bar over 200 years ago. The last time was in 1983 at the General Conference on Weights and Measures. If you divide a metre by 100 you get a centimetre and if you divide a metre by 1000 you get a millimetre. Even the inch was defined using the metre (25.4mm) in 1930.

The kilogramme is an accurate way of measuring the weight (or more accurately the mass) of something. The first kilogramme was created by measuring the weight (mass) of a litre of water (water in a 10cm x 10cm x 10cm container). In 1799 a metal weight was created that exactly equalled a litre of water. In 1889 the metal weight was replaced by a cylinder of metal becoming the standard from which all other kilogrammes are measured. The cylinder is called Le Grand K, it was made in London but was taken to Paris where it has lived ever since. Copies of Le Grand K are kept around the world. (At the time of writing there are plans to replace Le Grand K with a new standard definition of a kilogramme in late 2019 using electricity and Plancks constant).

Humans today place great value on being able to measure things accurately. Accurate weights and measures ensure that the correct price is paid for all sorts of things like grain, cotton, metals, gold, jewels and oil right across the world. It is so important that countries agree on these standard measures that there has been a General Conference on Weights and Measures held every four or five years since 1889. The first conference took place in Paris to agree the length of a metal bar and the weight (or mass) of Le Grand K. This week we are going to continue to think about weights and measures, but we are also going to think about how we can measure other things, like our happiness and well-being.

Time to reflect

- What things can you measure?
- Have you ever thought about what a kilogramme is or what a metre is?
- How would you explain a kilogramme or metre to someone else?
- How would you measure someone's happiness or well-being?

Reflection (Prayer)

(Dear God)

Weights and measures are a part of our everyday lives yet the weights and measures that we use today have developed over time. This week, as we think about how we measure things like our friendships and our happiness, may we also think about how we can improve our friendships and our own well-being. *(Amen)*

30.2 Dishonest Scales

How we can explain what a kilogramme is? A kilogramme is something that is the same weight (mass) as Le Grand K. How can we explain what a metre is? A metre is something that is the same length as a bar of metal kept in Paris. Why do you think there is a General Conference on Weights and Measures held every four or five years? If sweets in a cinema cost £1 for 100 grams, would it be fair if one set of scales weighed 20 sweets at 100 grams and another set of scales weighed 25 of the same sweets at 100 grams. The first set of scales will make the cinema more money than the second set of scales.

Balance scales have been used for thousands of years. Agreed weights would often be kept in town halls or temples (not too dissimilar to Le Grand K in Paris). Weights copied from these agreed weights would be used to agree the price of grain, other produce and even precious metals and jewels. If a grain seller wanted to cheat, they might shave off bits from their standard weights so that the buyer received less grain for the same price. Many cultures created a system of checking weights and measures to punish anybody who used dishonest scales.

There are many references in the Bible to dishonest scales. In a book in the Bible that outlines the Jewish law it states: *Do not cheat anyone by using false measures of length, weight or quantity* (Leviticus 19:35 GNT). In the book of Proverbs, it states that 'The Lord wants weights and measures to be honest and every sale to be fair' (16:11 GNT) and that 'The Lord hates people who use dishonest scales and weights' (11:1 GNT). The kilogramme and the metre are part of a measuring system called the 'metric system'. It was designed to create a more accurate way of checking if the weights were correct, reducing the amount of sellers using dishonest scales. Today, 'trading standards departments' in each local authority can check to see if shops and business are using dishonest scales.

Time to reflect

- Why is the 'Le Grand K' similar to the weights kept in Egyptian temples thousands of years ago?
- Why is it still important for trading standards to check the accuracy of scales used by businesses today?

Reflection (Prayer)

(Dear God)

Weights and measures are a part of our everyday lives. The weights and measures that we use today have developed over time to make it easier to work out if people were using dishonest scales. May we be measured as a community of people who are fair and honest, not a community of people that would use dishonest scales. *(Amen)*



30.3 Measuring Friendship

This week we have been thinking about systems that accurately measure weights, lengths and quantities of different things. What can we use to measure the length of something? What can we use to measure the weight of something? What did people use thousands of years ago? Today we are going to think about how we might measure our friendships.

Time to reflect

Discuss the following questions.

- How would you measure friendship?

Do you agree with the following?

  - A friend is someone you can have fun with.
  - A friend puts your needs before theirs.
  - A friend is someone who is the same age.
  - A friend enjoys similar things.
  - A friend is someone you spend a lot of time with.
  - A friend is someone you care about.
  - A friend is someone you can learn from.
  - A friend is someone who helps you to become a better person.
  - A friend is someone who stays to help you when others run off.
  - The quality of a friendship is different with different people.

- What are the other measures of friendship?
- How do you measure up as a friend?
- How could you improve your friendships?

Reflection (Prayer)

(Dear God)

We are thankful for friendship and good friends. As we think about how we measure our friendships and our happiness, may we also think about how we can become a better friend and improve our own well-being and the well-being of others. *(Amen)*



30.4 Measuring Happiness

This week we have been thinking about how we can accurately measure the weight, length and quantity of different things. Yesterday we thought about how we might go about measuring friendship.

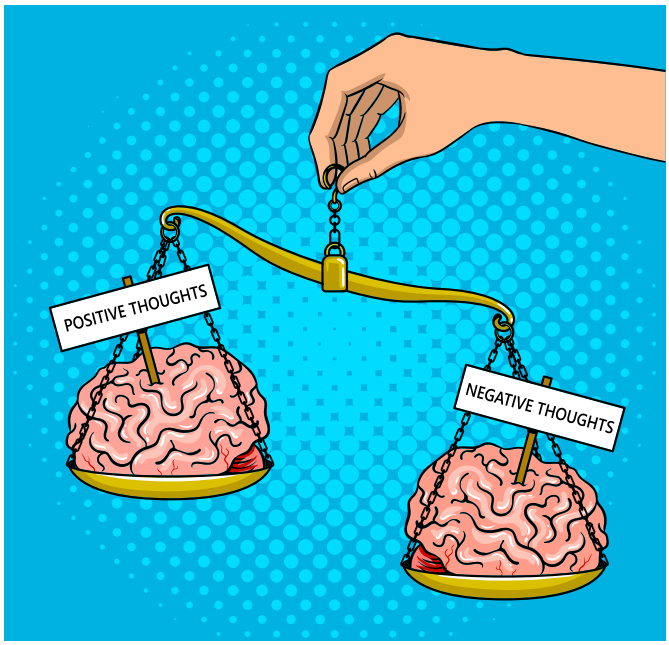
Today we are going to think about how we can measure happiness? A simple definition of happiness is feeling good. If 10 is really happy and feeling good and 1 is feeling really sad and not feeling good, you may want to show me how you are feeling using the fingers on your hands. Why have you chosen that number?

Feeling good is difficult because there are so many things that we may feel good about. Lots of people have tried to measure how happy the people in different countries are. Some happiness studies are as simple as asking everybody how happy they are, out of ten, on a daily basis. Other studies about happiness are linked to many different things…

Time to reflect

Do you think your happiness is linked to…?

- how healthy you feel?
- how safe you feel at school, at home and in your community?
- whether you have enough healthy food to eat?
- if you are able to get a good education and a job?
- the number of good friendships you have?



- if you get clean, fresh water when you need it?
- if you exercise regularly?
- and if you get a regular time to relax?

- How would you measure happiness?
- How happy are you?
- How could you improve your happiness or the happiness of others?

Reflection (Prayer)

(Dear God)

We are grateful for happiness and well-being. As we think about how we measure our friendships and our happiness, may we also think about how we can improve our own friendships, our own well-being and the well-being of our communities. *(Amen)*



30.5 Measuring Others

This week we have been thinking about how we can accurately measure the weight, length and quantity of different things. We have thought about how we might go about measuring friendship and yesterday we thought about how we could measure happiness. Today we are going to think about how we measure others. People measure or judge what other people are like all the time. She's pretty, he's ugly, they're clever, he's not. She's good at football. He's not a good singer. Every day we all make lots of judgements for all sorts of reasons. When a new person starts school, we may decide we're not going to be friends even before we know what that person is like.

We can often tell other people to improve the way they act without thinking about our own actions. Jesus tells his followers that they shouldn't judge others, but if they do try to help someone else improve, they should think about their own actions and motives first. Jesus uses an extreme example: *"Why do you notice the little piece of dust in your friend's eye, but you don't notice the big piece of wood in your own eye? How can you say to your friend, 'Let me take that little piece of dust out of your eye'? Look at yourself! You still have that big piece of wood in your own eye. You hypocrite! First, take the wood out of your own eye. Then you will see clearly to take the dust out of your friend's eye."* (Matthew 7:3-5 NLT.) Jesus taught his followers to think about their own actions before trying to improve the actions in others. Before using this example, he said *'the way you judge others, you will be judged, and with the measure you use, it will be measured to you'*. (Matthew 7:2 NIV)

There is an Aesop's fable that has a similar moral.

One fine day two crabs came out from their home to take a stroll on the sand. "Child," said the mother, "you are walking ungracefully. You should accustom yourself to walking straight forward without twisting from side to side."

"Pray, mother," said the young one, "do but set the example yourself, and I will follow you."

Time to reflect

- What good qualities do you like to see in other people?
- Can you improve these qualities in you?
- Would you want others to judge you in the same way you judge others?

Reflection (Prayer)

(Dear God)

This week we have thought about how we measure the quality of our friendships, our happiness and our well-being. Before we measure or judge other people may we think about the standards of our own behaviour, friendships and happiness. *(Amen)*



31.1 Feelings And Emotions

Mental Health Awareness Week starts on the second Monday in May. This week's theme will allow pupils to think about their feelings and help them to understand why we have them and what we can do about them.

Preparation

Click here to download 20 feelings, print and cut into individual feelings (each A4 sheet has 2 feelings). At the appropriate time, ask for 20 volunteers (possibly younger children) each to hold one feeling. Ask an older pupil to arrange the feelings into 4 groups based on their similarities.

Search and preview an appropriate YouTube video of a baby laughing.

(Images can also be downloaded from www.simplycollectiveworship.co.uk/calendar - Week 31)

Can anyone tell me what an emotion is? Our emotions are the strong feelings we have that come from the things that go on around us. Our emotions can be affected by our own thoughts and the things that are said or done to us by other people. Our emotions include happiness or joy, anger, fear and surprise. When someone is nice to you, you may react by being happy. When someone is unkind to you, you may react by being angry. If someone jumps out from behind a wall, you may experience surprise. When faced with an activity like abseiling or sky diving, you may feel fear. Can I have a volunteer to act out an emotion without talking, and we will try and guess which emotion you are acting out?



What is abseiling? Has anyone abseiled down a wall? Imagine you are standing at the top of a wall ready to abseil down it. What emotions would you have standing at the top of the wall looking down? Most of us would feel scared and a little bit excited. How would you feel when you got to the bottom? Most of us would have a great sense of achievement. For the rest of the day, we might think about our experience of abseiling down the wall and feel pleased with ourselves. Our feelings include our emotions like fear and excitement, but they also include the feelings we have as our minds have time to think and process the things that have happened to us. As you think about the abseil, you may feel happy that you overcame a fear of heights, sad that you are not going to be able to abseil again, jealous that someone is in an abseiling club and you're not or determined to go abseiling again.

I need twenty volunteers. I am going to give each volunteer a piece of paper with a different feeling on it. First, I want them to act out the feeling **(all at the same time in a**

line). Secondly, I need a volunteer to arrange these twenty feelings into 4 similar groups.

- Anger
- Happy
- Fearful
- Surprised
- Upset
- Joyful
- Afraid
- Shocked
- Frustrated
- Delighted
- Scared
- Alarmed
- Annoyed
- Satisfied
- Worried
- Amazement
- Fuming
- Cheerful
- Anxious
- Astonished

It is not just the things that happen to us that can affect our emotions. The emotions, feelings and actions of the people around us can also affect how we feel. If you see someone smiling or laughing it may help us experience happiness. If you see someone who is sad, it may make us feel sad. **Watch the YouTube video of a baby laughing.** How did watching the video make you feel?

Our thoughts can also affect our feelings and emotions. If I am having a good day and I think about an event that happened last week that made me sad, that thought can completely change my mood. I can go from being happy to feeling sad. Happy thoughts can help someone to completely change their feelings like the offer of sweets to a crying toddler. I need ten volunteers all that think they have the biggest smile. **Ask the volunteers to come to the front and all demonstrate their smiles all at the same time.** Even the smile from someone else can affect the way we feel.

Have you heard the phrase 'bottling it up'? What happens to a fizzy drink if we shake the bottle? The pressure builds up inside. What will happen if you take the lid off? If you shake a fizzy drinks bottle, the drink will lose its fizz and sparkle. Our negative emotions and feelings are often our bodies way of telling us to sort something out, to release the pressure. Fear, guilt, frustration, unhappiness are all feelings that we can use to help us change a situation for the better. If we don't do anything about them, if we keep them to ourselves, if we think about them when we are on our own or if we blame other people, we can bottle those feelings up. Like shaking a fizzy drink, bottling up our feelings can build up the pressure inside until we pop or lose our fizz and sparkle. Talking about our feelings is a way of stopping that pressure building up. It is easier to talk about our feelings and our emotions if we know what we are feeling and why we are feeling them.

Time to reflect

- What things make you happy?
- What things make you angry or frustrated?
- What can you do to stop bottling those feelings up inside you?

Reflection (Prayer)

(Dear God)

As we think about different feelings and emotions, may it help us to think about and understand more about the feelings and emotions that we have. May we think about what we can do about our negative feelings and what we can do to benefit from the positive ones. *(Amen)*



31.2 Bottling It Up

Can anyone remember what we were thinking about in yesterday's assembly? We were thinking about our feelings and emotions. Often what happens around us affects our emotions and feelings, some of that is good and at other times, not so good. We may laugh at a friend's joke or be inspired when we see someone else's act of kindness. Other times we may be hurt by someone's nasty words or become angry when someone does something that we think is unfair. Can you remember what we mean by the phrase 'bottling it up'? What happens to a fizzy drink if we shake the bottle? The pressure builds up inside. What will happen if you take the lid off? If you shake a fizzy drinks bottle, the drink will lose its fizz and sparkle. Our negative emotions and feelings are often our bodies way of telling us to sort something out, to release the pressure. Fear, guilt, frustration, unhappiness are all feelings that we can use to help us change a situation for the better. If we don't do anything about them, if we keep them to ourselves, if we think about them when we are on our own or if we blame other people, we can bottle those feelings up. Like shaking a fizzy drink, bottling up our feelings can build up the pressure inside until we pop or lose our fizz and sparkle. Talking about our feelings is a way of stopping that pressure building up.

Time to reflect

- How can feelings of frustration help you to make things better or improve a situation?
- How can bottling up feelings of frustration make things worse?
- What can you do if you struggle to find the words to explain how you are feeling?
  - Have a list of feeling words to look at and think about.
  - Describe what is happening to make you feel that way. *

Reflection (Prayer)

(Dear God)

As we think about different feelings and emotions, may it help us to think about and understand more about the feelings and emotions that we have. May we be able to talk about our feelings to those we trust, helping us not to bottle them up. *(Amen)*

** For teachers, ensure you know and adhere to your school's child protection policy and know what to do regarding a disclosure.*



31.3 Anger Rising

Anger is an emotion that we all have, and we can feel angry for all sorts of reasons. If I was to look up the word 'anger' in a thesaurus, what other words would I find? ***Write down the words offered by the children on the blank placards and/or write the following: annoyed, frustrated, grumpy, temper, irritated, fury. Write down at least six.*** I need a volunteer to put these words in order of least angry to most angry ***(or order them collectively)***. Different situations may affect us in different ways. Some situations may make us angrier than others. The problem with anger is that it often stops us from being able to think through situations. It can often lead us to say or do things that actually make the situation worse.

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 too. 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.

Can you imagine if you were completing a maths problem and you kept on 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 feel angry 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 our top will become easier the more we practise it, but practising it will often mean getting it wrong before we get it right.

Time to reflect

- Is it easier to control frustration or fury and rage?
- What can we do to stop the feelings of anger before they grow?

Reflection (Prayer)

(Dear God)

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



31.4 Think On These Things

Yesterday we thought about what makes us angry and what we can do to calm ourselves down. Can you give me examples of other negative feelings and emotions?

- Jealously
- Sadness
- Doubt
- Fear
- Guilt
- Worried
- Hate

All of us will experience negative feelings. What will happen if we spend a lot of time thinking about them? If we think too much about what makes us angry then we will probably be angry. If we think too much about things that worry us, then we will probably be worried. In the Bible, Saint Paul knew that our minds will always think about something as it is very difficult to think about nothing. To help us get rid of the thoughts of anger and worry, Saint Paul suggested that we replace them with good thoughts. In the same way that a smile from someone else can make me smile, a good thought can help to improve my mood.

"Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things… and the God of peace will be with you." (Philippians 4:8-9 NIV)

Time to reflect

- Discuss the meaning of:
  - true
  - noble
  - right
  - pure
  - lovely
  - admirable
- Can you think of examples for each one?

Reflection (Prayer)

(Dear God)

As we think about different feelings and emotions, may it help us to think about and understand more about the feelings and emotions that we have. May we think about whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable. May we think about such things. *(Amen)*



31.5 Spring Clean For Your Mind

Yesterday we talked about how our thoughts can affect our feelings and emotions. When we are wronged, that is, when someone does something nasty or hurtful to us, we may feel angry or upset. These are natural feelings that we have, but what can we do with those feelings. This week we have been thinking about what we can do to encourage the positive feelings and help to control the negative ones, before they control us.

Time to reflect

Discuss the various ways that we can deal with our negative feelings?

- Talk about them to someone who cares, don't bottle them up.
- Think about good things.
- Use feelings of frustration and annoyance to make positive decisions.
- Know what makes you angry or worried.
- Deal with a negative emotion before it grows.
- Walk away from situations or people that 'make you lose it'.
- Forgive others who are practising controlling their feelings and emotions.
- Say sorry when you have done something wrong.

Reflection (Prayer)

(Dear God)

As we think about different feelings and emotions, may it help us to think about and understand more about the feelings and emotions that we have. May we think about what we can do about our negative feelings and what we can do to benefit from the positive ones. *(Amen)*



32.1 What's In A Symbol?

Preparation

Download the PowerPoint or PDF images. *(Images can also be downloaded from www.simplycollectiveworship.co.uk/calendar - Week 32)*

Can anyone tell me what the word 'symbol' means? A symbol is simply 'a thing that represents or stands for something else'. Can any of you give me an example of a symbol? Symbols come in all shapes, sizes and colours and they represent all sorts of different things. Can you recognise some of the following symbols and can you tell me what they represent and what they are used for? **Show the images – see preparation.**

a) Traffic signs – In the picture there are four symbols, one to let us know that we are near a school, one to let us know that that there is a patrolled crossing ahead. There is also a speed camera sign and a sign to let us know that we are in a thirty mile an hour speed zone.

b) Alphabet – These are the characters that represent one of more sounds used to make up the words that we speak, they are the symbols of our alphabet.

c) Sign language – The picture shows the British sign language letters A and B.

d) Religious symbols – The picture shows the symbols for the 6 main world religions. *(Some Muslims don't recognise the 'The Crescent and Star' as a religious symbol).*

e) Periodic table – These symbols represent chemical elements, what does the 'O' stand for?

f) Weather Symbols – These symbols represent the weather and could be used on a television weather forecast.

g) Emojis – The image shows little faces that represent our emotions or our reaction to something that has been said or written, often on social media.

h) Toilet signs – These signs can often be found in a motorway service station to tell us where the toilets are.

i) Recycle – This symbol reminds us to recycle what we can.

A symbol is a thing that represents or stands for something else. The traffic signs that we have seen represent information that is important for people who are driving past the school to know. The patrol sign will warn drivers that children will be crossing. Letters are the symbols that we use to be able to write down what we want other people to read. Sometimes a symbol will only represent one thing. For example, a sunshine symbol on a weather forecast means sun, a cloud with rain means it will be raining and cloudy. Other symbols represent a range of things, you might find the recycle sign on a piece of cardboard to remind you to recycle it, or you might find the recycle sign on an object telling you that it has been made from recycled material. You might even see the recycling symbol on a road sign to direct you to a recycling centre or on a bin to let you know where to put your used cans or plastic bottles.

Symbols are very useful, they can contain a lot of information in something that people can see very quickly. Can you imagine driving past a sign that said



'There is a school ahead of you, outside the school is a crossing, please be careful whilst you drive past'? You'd be past the sign before you managed to read all of it. The sign would also need to be very large. The school sign with two children, along with many of the road signs we see today were designed by Margaret Calvert and John Kinneir in the 1960's. Before this many different types of road signs with different shapes, sizes, colours and fonts were used across the UK. Margaret and John's school sign lets everyone know that they are near a school, you don't need to be able to speak English to know that you need to drive carefully when you see that symbol.

Some symbols contain a lot of information. You can gain a lot of information from a Religious Symbol. Does anyone know what a cross represents? Why? The simple Latin cross is the symbol of Christianity. It represents the events that Christians believe took place during the first Easter. Some crosses, called crucifixes have Jesus on the cross, these represent Jesus being nailed to a cross on Good Friday. The Latin cross is empty and represents the Christian belief that Jesus rose from the dead on the first Easter Sunday. For a Christian the cross may symbolize more than just their religion, it may symbolize their beliefs about what will happen to them after they die, or how they should act whilst alive.

The symbol that is often used to represent Buddhist Dharma is called the Dharmachakra Dharma wheel. Buddhist Dharma is one of the main world religions. It is named after a man that lived over 2500 years ago by a man named Siddhartha Gautama who became known as 'Buddha'. The Dharmachakra is an eight spoked wheel and represents a Buddhist teaching called 'The Eightfold Path'. The Buddha taught that by following eight actions it could lead you to end suffering in your own life. The symbol contains a lot of information, not only does it represent an end to suffering but it also reminds believers of the actions that lead to it.

We will continue to think about the information contained within different symbols throughout this week's thoughts for the day. Throughout history symbols have represented kings, queens, armies, countries, religions and beliefs. Symbols continue to keep our roads safe, inform us about the weather and help us to communicate with others with a simple smiley face.

Time to reflect

- Which symbols would you see on a normal day?
- Which symbol represents a lot of information?
- Which symbol represents just one piece of information?
- If you could create a symbol to represent you, what would it include?

Reflection (Prayer)

(Dear God)

We have thought today about the many symbols that are around us. We think of all the symbols we will see today; letters, numbers, mathematical symbols, the images we will use in our pictures, learn about in science or whilst using the computers. Help us to appreciate the meaning behind the many symbols we will come across today. *(Amen)*

32.2 Sign Language

Preparation

Print or make available on iPads the 'British Sign Language – Fingerspelling' chart. There is a printable PDF version on the British Sign Language website. Web search 'British sign language fingerspelling alphabet'.

Can anyone remind us of the theme that we are thinking about this week? Can anyone give me a definition of the word 'symbol'? Today we are going to think about a set of symbols that many people use to communicate on a daily basis. Imagine not being able to hear the words said by your friends and family. How would you communicate with someone if you couldn't hear?

Sign language is a way of communicating using hand movements, facial expressions and body language. Different types of sign language have been used for thousands of years. British Sign Language (BSL) is a recognised language in the UK used by an estimated 145,000 people as a preferred form of communication. * BSL has been used for hundreds of years but it was officially recognised by the UK government in 2003. Words will each have their 'own sign' or symbol that is created by using specific hand movements. There is even a fingerspelling alphabet that can be used when spelling out different words.

Time to reflect

- Use the **British Sign Language – Fingerspelling chart** and try and spell your name.
- Can you learn the British Sign Language fingerspelling alphabet?

Reflection (Prayer)

(Dear God)

We are thinking this week about the many symbols that are around us. Help us to appreciate the various ways we and others communicate in our daily lives. *(Amen)*

** www.british-sign.co.uk According to the 2011 census, 22,000 people stated that BSL was their main language but this may be due to many deaf people considering themselves as communicating through English. National Deaf Awareness Week takes place in May each year.*



32.3 Coat Of Arms

Preparation

Show an image of the Coat of arms for your local town or area.

This week we have been thinking about the meaning of the many symbols that we see around us. Can anyone give me the definition of the word symbol? A symbol is simply 'a thing that represents or stands for something else'.

If you were to design a symbol to represent you, what would you include in it. Can anyone tell me what a coat of arms is? A 'coat of arms' is a special design in the form of a shield that is used to represent a family or a town. A coat of arms was once a symbol of power, wealth and great importance. They were first used by medieval armies in Europe. A coat with the symbol to show who you were fighting for was worn to help each side know who was fighting who. The symbol or 'arms' was also flown on flags or painted on shields. The coat of arms developed into a symbol that was used to represent the achievements of knights on and off of the battle field. A coat of arms would have been presented by the king to knights and the designs of the coat of arms would follow strict rules that developed over time. Officially, a coat of arms only belongs to the direct family members of a person who received the coat of arms. During the 1800 and 1900's coats of arms were used to represent schools, universities, churches and businesses.

Time to reflect...

- What achievements would you include on a coat of arms?
- What colours would you include?
- What motto would you use?
- Could you design one for a friend?
- Could you design a coat of arms for friendship, kindness, truthfulness etc...?

Reflection (Prayer)

(Dear God)

We are thinking this week about the many symbols that are around us. We think of all the symbols we will see today; letters, numbers, mathematical symbols, the images we will use in our pictures, learn about in science or whilst using the computers. Help us to appreciate the meaning behind the many symbols we will come across today. *(Amen)*



32.4 Khanda

Preparation

Show an image of the Khanda.

This week we have been thinking of the many symbols that we see around us. Can anyone give me the definition of the word symbol? A symbol is simply 'a thing that represents or stands for something else'. Today we are going to think about symbols that contain more than one symbol. Can you think of a sign or a symbol that contains more than one symbol?

Did you know different shaped road signs have different meanings? A sign in a red triangle is generally a warning about something that is going to happen ahead like the lanes are about to narrow. A sign in a red circle is an instruction to a driver, for example a change in the speed limit, or stop at a school patrol crossing. Direction signs on motorways are mostly blue rectangles and road work signs are often on yellow backgrounds. Not only is the image on the sign important, but the shape and colour of a road sign represents information too.

On Monday we thought about two religious' symbols, can anyone remember what they were? The Latin Cross and the Dharmachakra. The Sikh religious symbol is called the Khanda. The symbol is made up of three separate parts, each with their own meaning. In the middle of the Khanda is a double-edged sword that represents truth (also called a khanda). The double-edged sword is surrounded by a circle or Chakar. The Chakar has no beginning and no end and represents God living for ever and ever. The Chakar is surrounded by two single edged swords called Kirpans. The Kirpans represent the importance of a Sikh's physical and spiritual life. The three symbols together which are important on their own, are brought together to create the Khanda.

Time to reflect

Each of the three symbols that make up the Khanda have their own meaning, do you think the meaning is more important if you put them together?

- Can you think of other symbols or signs that are made up of different symbols?
- Do different symbols mean different things to different people?

Reflection (Prayer)

(Dear God)

We have thought this week about the many symbols that are around us. We think of all the symbols we will see today; letters, numbers, mathematical symbols, the images we will use in our pictures, learn about in science or whilst using the computers. Help us to appreciate the meaning behind the many symbols we will come across today. *(Amen)*



32.5 Stained Glass Windows

Preparation

Show an image of a stained-glass window telling a parable of Jesus – e.g. Sower and the Seed.

This week we have been thinking of the many symbols that we see around us. Can anyone give me the definition of the word symbol? A symbol is simply 'a thing that represents or stands for something else'. Today we are going to continue to think about the information that is contained within a picture or an image.

Can anyone tell me what stained-glass windows are and where we could find them? In many traditional churches it is common to find windows that use coloured glass to tell a story from the Bible. Stained glass began being used in English churches around 1200 years ago. Originally only black and brown stains were used but soon people found out new ways of staining the glass with many different colours. They put the glass pieces together using thin strips of metal (lead) to create the large stained-glass windows we see today.

What images would you use to help people remember popular stories like the 'tortoise and the hair'? One image can remind us about the meaning of a story. The majority of people during the middle ages couldn't read and most would go to church every Sunday. They would hear the parables and other famous accounts from the Bible. Although they couldn't read, the stained-glass windows would remind them of the parables they learned about on a Sunday Morning.

This week we have thought about all sorts of symbols. Some symbols we use to communicate with each other, some are used to show others how important we think we are. Some symbols are designed so that you can guess what they mean immediately whilst others contain a lot of information that a person may need to know. The symbols or images can remind people of what they already know.

Time to reflect

- What symbols remind you of a story or event? (Dickins Medal, Victoria cross)
- Can you think of symbols that people can guess what they mean? Toilets? No entry?
- Are symbols an important part of our daily lives?
- Could we live without them? Why?

Reflection (Prayer)

(Dear God)

We have thought this week about the many symbols that are around us. We think of all the symbols we will see today; letters, numbers, mathematical symbols, the images we will use in our pictures, learn about in science or whilst using the computers. Help us to appreciate the meaning behind the many symbols we will come across today. *(Amen)*



33.1 World Environment Day

The 5th of June every year marks the United Nations World Environment Day. It is a day to think about and do something to help protect our environment. It began in 1974 and is now promoted in over 100 countries. Not only is World Environment Day a day to think about how we can help and protect our planet, but it is a day to spend some time thinking about how important and special our planet is to us. The Earth is not only our home, it also provides for all of our needs and our wants. Everything we wear, everything we eat, drink, and use to build our homes is connected to our Earth. If we don't look after the Earth, the Earth may not look after us.

Humans have thought about the question of where did the Earth come from for thousands of years. It is a question that can help shape how we care for and look after our planet. Today, theories of the big bang and evolution may help to answer these important questions. All cultures, peoples and religions have had their own explanation as to how the world began. This week we are going to hear different religious and cultural creation stories. By hearing and thinking about these stories we will reflect on just how amazing and just how important the world is to us and the many people that live on our planet. The first creation story we are going hear about is from the Christian and Jewish holy books.

Hi there, my name is Ariel and I'm an angel. I've spent all of my existence here in heaven with my fellow angels, doing… well, doing what angels do. Recently we have all been getting really excited up here. You see, God has been making stuff. Well, when I say 'making' I mean 'creating'. It started last Sunday, we angels were going about our



business when we spotted something we had never seen before. It was a planet, the planet Earth. It was difficult to make it out as it was surrounded in darkness but we could just make out that it was spherical, like a large ball suspended in space. We heard a voice and all of heaven stopped and looked. God said 'Let there be light'. Immediately warm, bright, fresh light illuminated the Earth. We could see the Earth clearly, it was covered in water shimmering with the newly formed light. The light God called day, but eventually the light began to disappear. The darkness he called night.

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

God started early on Tuesday and I woke up to the sound of his voice. As he spoke, we could see dry ground coming out of the water. God looked at the Earth with its' seas and lands and said, "It is good!" As we admired God's handiwork, we began to see



plants and trees coming straight out of the ground. A rainbow of colours flooded the Earth as the flower buds began opening. As the light began to fade, I stared trying to squeeze every last drop of colour before it was erased by the darkness.

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

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

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

Time to reflect

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

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

Reflection (Prayer)

(Dear God)

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



33.2 Hindu Creation

What was the theme of yesterday's assembly? This week we are thinking about how amazing our planet is by reflecting on some of the many stories that explain how it got here. Why was Ariel, the angel in yesterday's story, so excited when he watched the world being created? Today we are going to think about Hindu creation stories. In a Hindu holy book called the Rig Veda, it suggests that the world is so old and was formed before the creation of humans (and the gods) that we will never really know how the world started. Even so, there are many Hindu stories about creation.

The first story starts with the Hindu god Vishnu, sleeping in the coils of a large serpent that is floating on a vast ocean. Vishnu is the god who sustains and looks after all things. As he sleeps a lotus flower begins to grow from his naval (bellybutton). First the stem and then the flower. The flower opens to reveal the four headed god Brahma. Brahma is the god who creates all things. Vishnu, who is now awake, asks Brahma to create the world. A sound like a continuous 'aum' can be heard, faint at first but getting louder and louder. Brahma splits the lotus flower that he is sitting on into three. With the first part Brahma makes the sky, the second becomes the ocean. The final part of the lotus flower forms the land. Brahma makes all the living things that fly in the heavens, swim in the seas and live on the land.

The second creation account starts with a vast ocean and the sound 'aum'. The sound got louder and louder. An egg, formed from the depths of the ocean appeared. The egg cracked open and there in the middle was Brahma. He made the sky from one half of the shell and the earth from the other. Brahma created the senses and mixed them together to create all the living beings. He gifted birds, animals and fish the five senses and the power to remake themselves and to move. Eventually he made a being from within himself. She was the beautiful Sarasvati. They married and gave birth to the first human being, Mani. He had all the gifts, and most importantly the gift of thought.

Time to reflect

- How do we use our five senses to appreciate the world?
- What big, important questions do these stories help us to answer?

Reflection (Prayer)

(Dear God)

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



33.3 North American

Before Europeans settled in North America, people lived in tribes. There were many tribes that lived across what is now the United States of America and Canada. Each tribe had its own customs, beliefs and history. There are a number of different Native American Creation stories and we are going to hear one today.

In the time before, there was nothing but water. Only ocean in every direction and as far as the eye could see. Seas as far as one mind could imagine. A goddess gradually descended, coming down from heaven. The goddess entered the water but she did not go under. From underneath her and as gentle as the waves on the shores of a retreating tide, land appeared. As the ground continued to expand vegetation appeared, fruitful and unfruitful trees began to grow. As a woman in labour, the goddess gave birth to three creatures. The first was like a deer, the second was like a bear and the third was like a wolf. From these three creatures all the animals of the world were born. When the goddess was satisfied that all the creatures could continue to create creatures of their own, she returned to heaven. On Earth, humans and all the animals continued to multiply and increase covering the planet. All living creatures, including humans all come from the deer, the bear and the wolf. All are born timid and innocent like the deer, they have the ability to be brave like the bear or deceitful like the wolf.

Time to reflect

- In this story, is there a common connection between humans and animals?
- What do you do that is like a timid deer, the brave bear or the deceitful wolf?
- How can this story help us to appreciate the world and all the other animals?

Reflection (Prayer)

(Dear God)

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



33.4 Gaia - Mother Earth

Have you heard of the Greek Myths and Legends? They are ancient Greek stories that involve lots of gods, heroes, villains and monsters. Gaia is an old Greek word for Earth. In Greek mythology, Gaia is the goddess that is responsible for the creation of the Earth. She is often called the Mother Goddess or Mother Earth. Gaia is also the mother of many of the gods and goddesses in the Greek Myths and Legends. The Romans changed Gaia's name to Terra which is where we get the term 'terra firma' (Latin for solid earth, 'firma' or 'firm', 'terra' or 'earth').

The Greeks are not the only culture that thought of the Earth as a mother. The Native North American story that we heard yesterday suggested that a mother was responsible for all the living creatures on Earth. There are Hindu stories that involve a goddess called Durga in the creation of the world. Ancient statues found in Turkey suggest the belief in a goddess that was involved in creating and looking after the Earth.

The phrase 'Mother Nature' or 'Mother Earth' reflects an ancient thought that the Earth is alive and is aware of what is going on around her. A Scientist called J. E. Lovelock published what he called the 'Gaia theory' in 1979. He suggested that the Earth acted as if it was alive. We sweat if we are too hot and we shiver if we are too cold. He suggested that the Earth could do something similar, for example if the Earth gets too hot, it might block out the sun by throwing up dust into the sky from a volcano. The magazine 'The New Scientist' published an article in 2013 stating that after 40 years of investigating this question they were convinced that the Earth was not a 'self-regulating' system, they said that it wasn't alive. The magazine did suggest that humans should do all they can to reduce the negative impact we are having on the environment.

Time to reflect

- If the Earth was alive, how might it demonstrate that it was angry, happy, sad, sick, mean or friendly?
- How can the idea of a 'Mother Earth' help us to appreciate and look after the environment?

Reflection (Prayer)

(Dear God)

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



33.5 Reflect And Appreciate

This week we have been thinking about some of the many creation stories that different peoples and cultures have used to explain how the world came into being. We have thought about how these stories can help us appreciate the world that we live on and help us to take better care of it. One Hindu holy book suggests that there were no humans around to witness the beginning of the Earth and so it is impossible to know for sure exactly what happened. Many scientists today believe the world was formed 4.5 billion years ago and (at the time of writing) there are a few different theories of how it formed.

This week we have thought about how each creation account can help us to appreciate and look after our world. Today we are going to sum up what we can do to appreciate our world and what we can do to demonstrate that appreciation.

Time to reflect

How can the following creation accounts help us appreciate the planet we live on?

Christian and Jewish Creation account.

- What would you most like to have seen being created?

The Hindu creation accounts – Brahma's lotus flower and Brahma's egg.

- How do we use our senses to appreciate the Earth?

The Native American creation account.

- If all life was created from the deer, the bear and the wolf, does that mean we are all cousins?

Mother Earth.

- Why should we appreciate the Earth if it was alive?

Modern Scientific Theories

- How does knowing the Earth was formed 4.5 billion years ago help us to appreciate our planet?

Reflection (Prayer)

(Dear God)

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



34.1 Environment Laws And Choices

What laws protect our health and environment? Can anyone think of actions that humans are doing that may be harming the Earth or stopping other people from being able to meet their basic needs? (Here are a few.)

- **Littering** – especially plastic.
- **Cutting down large amounts of forest** and moving the people who lived in them.
- **Pollution** – from cars etc....
- **Dumping dangerous chemicals** into the sea.
- **Hunting** endangered animals like elephants.
- **Making children and adults work** to make clothes and grow our food and not paying them fairly.
- **Building** towns and cities that destroy the homes of animals and plants.
- **Over fishing** – reducing the numbers of fish in the sea.
- **Using chemicals** that kill off coral in the sea. Some sun creams have ingredients that harm coral.
- **Raising the temperature** of the atmosphere.

Does anyone know what 'liberty' means? Liberty means being free to believe and act in the way that you think is best. Article 12 of the UN Convention on the rights of the child states that *'you have the right to give your opinion, and adults must listen and take it seriously'*. The UN convention on the rights of the child also state that *'you have the right to food, clothing, a safe place to live*



and to have your basic needs met' (Article 27). What happens if the freedom we have to believe and act in the way that we think best damages the environment or stops other people from earning enough money to be able to buy things that meet their basic needs like food, clothes or shelter?

What jobs are involved in the creation of a cotton t-shirt? (Stages of production)

- Cotton grows on a cotton plant and is collected. People are involved in growing and harvesting the cotton.
- The cotton is turned into thread.
- The thread will be woven into sheets of material.
- The material will be dyed.
- The dyed material can be cut and sewn together to make a t-shirt.
- The t-shirt may need a logo or image printed onto it.
- What about the information tags sewn into the t-shirt?

There are lots of children around the world that work to earn money to support their families. Many are involved in making clothes that are sold in shops all around the world. The little money the children earn will help their families buy the things they need



like food. Often the children will not be able to go to school and learn skills that will help them to get a good job. When they grow up they might send their children to work making clothes to earn enough money to buy food for the family.

What does the word 'fair' mean? Companies can make sure that a fair wage is paid to all the adults involved in the creation of the t-shirt, from growing the cotton to sewing it together and then selling it in a shop. The fair wage will allow adults to meet their needs so that they won't need to send their children out to earn more money. Many clothing companies are making sure that no children are involved in the creation of their clothes and that the people who are involved are paid fairly. By thinking about who makes our clothes, we can make choices to help more families meet their basic needs.

What can we do to help stop children from missing out on their education? How can we help the world to be a fairer place? We can choose to buy clothing from companies that pay a fair wage, that only employ adults and are reducing the harm they are making to the environment (more information about buying ethically can be found on the internet).

Sometimes the government will create laws that will protect the rights of children or help to reduce the harm we are making to the environment. How did you get to school today? Who walked? Who caught a bus? Did anyone cycle? Who came by car? Does anyone know what unleaded petrol is for? Unleaded petrol is used to fuel many of our cars. Does anyone know why it is called unleaded? Before the year 2000, many cars ran on petrol that contained lead (Tetraethyl lead). For many years (about 80) lead was added to petrol to help cars run better, but the lead is bad for people's health. The UK government banned the sale of nearly all leaded petrol in 2000. Petrol stations stopped selling leaded petrol and car makers made all their petrol engines run on unleaded. A few petrol stations still have a licence to allow them to sell leaded petrol that can be used in old classic cars today. Do you think that the car companies would have stopped putting lead in their petrol if the government hadn't changed the law?

Today we have thought about how a simple t-shirt can harm the education of some young people around the world and that lead in petrol can harm our health. We can make choices and governments can make laws that help us all to protect the environment and help people all over the world.

Time to reflect

- What choices can we make to protect the environment and help people all over the world?
- What laws would you create to ensure that everybody protects the environment and is able to help people all over the world.

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. May we make choices that will help everyone to benefit from what the world has to offer and may we make choices that will help to protect and ensure that the resources on the Earth continue for generations to come. *(Amen)*

34.2 Laws And Choices

Can anyone remember what we thought about yesterday in our assembly? Why can a simple t-shirt stop a child from getting a good education? Why did the government stop companies putting lead into petrol? Sometimes we need to make choices that will help us to help other people or protect the environment. Sometimes to protect others and the environment, the government will need to change the law and change the way we act.

Yesterday we were asked to reflect on two questions. Today we are going to discuss your answers to those questions?

Time to reflect

Spend time thinking and discussing these questions; individually, in pairs and then as a group.

- What choices can we make to protect the environment and help people all over the world?
- What laws would you create to ensure that everybody protects the environment and is able to help people all over the world.

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. May we make choices that will help everyone to benefit from what the world has to offer and may we make choices that will help to protect and ensure that the resources on the Earth continue for generations to come. *(Amen)*



34.3 Knowledge Before Action

Many people want to know the reason why they need to do something before they start doing it. I know that if I take the stabilisers off my bike or move from a balance bike (a bike with no pedals) to a bike with pedals, I will eventually be able to ride a bike. If I fall off a few times I know it is okay because I will eventually be able to ride my bike. If I forget to use my brakes a couple of times, I know it will be okay because it is helping me to learn to ride my bike. Before we are prepared to do something many of us need to know why we are doing it in the first place. We want to know something before we can do something. Or we want to know how our actions are damaging something before we are prepared to stop those actions.

Mankind has been on the Earth for a long time. For most of that time, the actions of humans haven't caused problems that damage the Earth. It is only in the past two to three hundred years that humanity has started to create problems that affect plants, animals and people all over the world. What damage have the actions of humans caused to this planet?

- **Littering** – especially plastic.
- **Cutting down** large amounts of forest and moving the people who lived in them.
- **Pollution** – from cars etc....
- **Making children and adults work** to make clothes and grow our food and not paying them fairly.
- **Dumping dangerous chemicals** into the sea.
- **Hunting** endangered animals like elephants.
- **Building towns and cities** that destroy the homes of animals and plants.
- **Over fishing** – reducing the numbers of fish in the sea.
- **Using chemicals** that kill off coral in the sea. Some sun creams have ingredients that harm coral.
- **Raising the temperature** of the atmosphere.

Time to reflect

- Now we (you) know about them, what can we (you) do about them?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. May we make choices that will help everyone to benefit from what the world has to offer and may we make choices that will help to protect and ensure that the resources on the Earth continue for generations to come. *(Amen)*



34.4 Assisi Declarations

Religious and holy books have a lot to say about how a person should live, they contain rules and guidance on a whole range of issues. The technologies and inventions that have had a significant negative impact on nature such as leaded fuels were not around when the religious books were being written so there are no specific rules when it comes to the environment. There are passages throughout the religious writings that can help to shape a religious person's attitude towards the environment.

In 1986, to mark the 25th anniversary of World Wide Fund for Nature International (WWF), its then president, HRH Prince Charles invited leaders from five of the major world religions to discuss how their faiths could help to save the natural world. The meeting took place in Assisi, Italy. Each of the five religions created a 'declaration on nature' highlighting some of their beliefs regarding the environment and outlining attitudes and actions that encourage the people of that faith to live by to ensure a positive future for all that live on the Earth. The final document was called 'The Assisi Declarations'.

The Ten Commandments were created long before humans had begun damaging the environment. In 2008 the Roman Catholic Church added polluting the earth and causing other people to live in poverty as things Christians must not do.

Time to reflect

- Discuss your own 'Assisi declaration'. How can you help to save the natural world?
- Could you create 10 environmental commandments?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. May we make choices that will help everyone to benefit from what the world has to offer and may we make choices that will help to protect and ensure that the resources on the Earth continue for generations to come. *(Amen)*



34.5 Some Difficult Choices

This week we have been thinking about our planet and what we can do to help protect the environment. When learning something new, knowing the reason why we are learning it will help when we find it hard and want to give up. The knowledge of why we are doing something can motivate us to work hard and complete it. We often make choices that damage the planet or harm the lives of others because it is easier than the choice to protect the environment or help the lives of others. It is easier to drop litter than to put it in a bin. It is easier to tell someone that they are doing something wrong than to show them what is right. It is easier (more convenient) to get in a car than to walk, ride or catch a bus. We might want the cheaper clothes even though they cost the earth. We might not want to give up eating our fish and chips even though the type of fish is becoming endangered.

Time to reflect

There is a cost to protecting the environment, but the cost of not protecting the environment might cost the earth. Yesterday you may have created 10 environmental commandments.

- What is the cost of obeying them?
- What are the benefits of obeying them?
- How can the benefits help you when it seems hard to obey them?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. May we make choices that will help everyone to benefit from what the world has to offer and may we make choices that will help to protect and ensure that the resources on the Earth continue for generations to come. *(Amen)*



35.1 Comfort Zones

Do you ever feel like giving up when you don't find something easy? If you get something wrong or if you feel as if you don't understand something, do you think that it is easier to give up than to continue trying to master the new skill or remember what you've learned? At school, you may hear the term 'resilience'. Resilience means the ability to recover from difficulties and try again. We are all born with resilience, whether walking, talking or a whole host of other activities, humans have the ability to overcome difficulties and have another go.



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

Imagine the baby is watching its brothers and sisters all walking around and playing and starts thinking to itself "I'd love to be able to walk like them" but then one of them falls over and hurts themselves. The baby might start thinking "I've changed my mind, I'm safer on the floor, I'm never going to try and start walking." Imagine the baby has taken his or her first steps and falls over in the middle of the lounge. What now, should the baby just give up, crawl to the side and never to try and walk again? Imagine the baby at a mums and toddlers group and they start chatting with a baby that is already walking and running around the hall. Imagine to our baby's horror that this other baby is 4 weeks younger. How could that make our baby feel? Should that stop our baby from practising to walk? A baby would not be able to walk without months of moving their arms and legs about, sitting and crawling, strengthening and practising using their muscles. Fear of being hurt, failure and comparing ourselves with others can stop us from being resilient, but if a baby can do it so can you.

What do you think of when you hear the term 'comfort zone'? The term often means feeling safe and at ease or something requiring very little effort. We started this morning with the question, do you ever feel like giving up when you don't find something easy? Do you give up when you

start to feel uncomfortable, when you are out of your comfort zone? I suppose the answer depends on what you are doing. If you really want to achieve something you are more likely to get out of your comfort zone and have a go.

Exercise requires us to get out of our comfort zone, we will probably get hot and sweaty, but we know that we will benefit from the effort. Learning an instrument, reading a slightly harder book or attempting a challenging maths task will take us out of our comfort zone, but we will benefit from them. The problem with comfort zones is that they are comfortable. They are like a warm bed on a cold day, we'd rather stay wrapped in our duvet. The fear of being hurt, failing or comparing ourselves with others can stop us from being resilient, they can keep us in our comfort zones.

Time to reflect

Listen to the following poem

- Why do we like to stay in our comfort zones?
- How do we benefit when we get out of our comfort zones?
- What advice would you give to someone to help them leave their comfort zones?

My Comfort Zone
*Author Unknown**

I used to have a comfort zone where I knew I wouldn't fail.
The same four walls and busywork were really more like jail.
I longed so much to do the things I'd never done before,
But stayed inside my comfort zone and paced the same old floor.

I said it didn't matter that I wasn't doing much.
I said I didn't care for things like dreams and goals and such.
I claimed to be so busy with the things inside my zone,
But deep inside I longed for something special of my own.

I couldn't let my life go by just watching others win.
I held my breath; I stepped outside and let the change begin.
I took a step and with new strength I'd never felt before,
I kissed my comfort zone goodbye and closed and locked the door.

If you're in a comfort zone, afraid to venture out,
Remember that all winners were at one time filled with doubt.
A step or two and words of praise can make your dreams come true.
Reach for your future with a smile; success is there for you!

Reflection (Prayer)

(Dear God)

We are thankful for the new and exciting opportunities that lay ahead for all of us. Help us to make the most of the opportunities that we are given. May we find the resilience to continue to benefit from venturing out of our comfort zones. *(Amen)*

**At the time of writing. (Simply Collective Worship will continue to search for information regarding the author of this poem.)*

35.2 My Comfort Zone

Can anyone remember the theme of yesterday's assembly? We thought about resilience and comfort zones? What is resilience? What is a comfort zone? Why can a comfort zone stop us from learning or practising new skills? Yesterday we heard a poem that we are going to spend some time thinking about today.

My Comfort Zone
*Author Unknown**

I used to have a comfort zone where I knew I wouldn't fail.
The same four walls and busywork were really more like jail.
I longed so much to do the things I'd never done before,
But stayed inside my comfort zone and paced the same old floor.

I said it didn't matter that I wasn't doing much.
I said I didn't care for things like dreams and goals and such.
I claimed to be so busy with the things inside my zone,
But deep inside I longed for something special of my own.

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I held my breath; I stepped outside and let the change begin.
I took a step and with new strength I'd never felt before,
I kissed my comfort zone goodbye and closed and locked the door.

If you're in a comfort zone, afraid to venture out,
Remember that all winners were at one time filled with doubt.
A step or two and words of praise can make your dreams come true.
Reach for your future with a smile; success is there for you!

Time to reflect

- What can be our comfort zone? (Things we find easy or familiar)
- What can stop us from trying new things? (Difficult, not familiar, the fear of failure)
- What can help you step outside your comfort zone? (Teachers, friends, new experiences)

Reflection (Prayer)

(Dear God)

We are thankful for the new and exciting opportunities that lay ahead for all of us. Help us to make the most of the opportunities that we are given. May we find the resilience to continue to benefit from venturing out of our comfort zones. *(Amen)*

**At the time of writing. (Simply Collective Worship will continue to search for information regarding the author of this poem.)*



35.3 The Thirsty Crow

Knowing what you are working for will often help a person to get out of their comfort zone. If you know what you want but you are not prepared to put in the effort, you will never reach your goal. If you are prepared to put in the effort but don't know what you are trying to achieve you will probably get tired and frustrated. There is an Aesop's Fable that demonstrates how knowing what we want and putting in the effort can help us to achieve our goals.

The crow and the large clay watering jug. (An adapted Aesop's Fable)

There was once a crow who was thirsty. When I say thirsty, I mean really thirsty. He hadn't had a drink for what seemed like ages and his throat was dry and painful. He flew to the places that he usually found water, but today unfortunately no water could be found. The crow had good eyesight, so he decided to fly up high to see if he could spot somewhere to get a drink. He flew as high as his wings would let him and scoured the land below for anything that would refresh his thirst. Not far away he spotted a large clay water jug next to a dry river bed. There was no one else around so the crow decided to investigate. To his delight he 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 his beak. "I am so very thirsty" the crow thought. The crow hopped over to the river bed and picked up a small pebble. He hopped back and dropped it into the narrow opening at the top of the large clay pitcher. He hopped to the river bed 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 his beak. Eventually the crow's hard work paid off and he was able to reach the cool refreshing water.

Time to reflect

- What was the crow's aim?
- Do you think filling the water jar with stones would be hard work?
- Did the crow get what he wanted?
- Was getting the water a comfortable experience?
- What lessons can we learn from this Aesop's fable?

Reflection (Prayer)

(Dear God)

We are thankful for the new and exciting opportunities that lay ahead for all of us. Help us to make the most of the opportunities that we are given. May we find the resilience to continue to work towards our aims and our goals. *(Amen)*



35.4 Motivation

Can anyone tell me what the word 'motivation' means? Motivation is 'the reason' we do something. Imagine a boy called James that gets a new computer/ console game. To begin with he comes last game after game, but James is determined to get better. What is James aiming for? To eventually come first, or at least not come last. With practice James gets better and eventually he starts winning. What is James' motivation? If you do master a skill like reading and find a particular book easy to read there will always be another book that you might find difficult. The new book may be very long or contain lots of words that you haven't read before. What is the motivation to read the new book? If you play an instrument, there will be pieces of music that you once found difficult but with practise they become easier. Knowing that you will get better at something can be the motivation we need to keep going when things get hard.

Why is it that we feel motivated to do some things and yet we give up on others? How much discomfort we are prepared to go through may depend on a number of different things. The crow in yesterday's story was prepared to get out of his comfort zone and spend hours moving little pebbles because it was very important that he got a drink. He knew what he wanted and he could see the water creeping up the jar.

Time to reflect

- Discuss how these three things can help our motivation when we face challenges:
- Knowing that it is important.
- Knowing what I want to achieve.
- Seeing the success on the way.
- What happens if I don't think it is important?
- What happens if I don't know what I'm trying to achieve?
- What happens if I can't see any progress?

Reflection (Prayer)

(Dear God)

We are thankful for the new and exciting opportunities that lay ahead for all of us. Help us to make the most of the opportunities that we are given. May we find the resilience to continue to work towards our aims and our goals. *(Amen)*



35.5 Your Uncomfortable, My Comfortable

This week we have been thinking about the problem with comfort zones. What is a comfort zone, and how can it stop us from learning? You will find certain skills easier to learn than other people and other people will find it easier to master skills that you struggle with. Can you think of things that some people find easier than others?

- Kicking a ball
- Learning new words
- Doing things on the computer
- Maths problems
- Remembering facts
- Learning your lines in a school play
- Painting and drawing
- Learning musical patterns
- Working with others
- Talking to other people
- Making friends
- Learning the words of a new song
- Solving problems
- Building a tower
- Ordering other people around
- Tidying up
- Talking in front of a group of people

You may be comfortable doing some things that others need to get out of their comfort zone to do. Others may be comfortable doing things that you may need to get out of your comfort zone to do. If you know that someone is struggling with something that you find easy, you may want to help them (but not do it for them). If you are struggling with something you may ask someone who finds it easier to help you but you don't want them to do it for you or you'll never master it for yourself.

Time to reflect

- Think of things that you are good at, that you are comfortable doing?
- Was it always that way? What did you need to do to master it?
- Practise, get help, practise, research it, practise?
- How can we help each other master skills outside of our comfort zones?
- What is the difference between helping someone and doing it for them?

Reflection (Prayer)

(Dear God)

We are thankful for the skills that we have mastered so far. May we overcome the discouragement we sometimes feel when we find certain skills harder to learn than our friends. Help us to find the resilience to become better at the skills that we are currently working towards. *(Amen)*



36.1 Amazing You!

Preparation

Print out 10 A's and 10 B's (see following 2 pages), at the beginning of the assembly ask for 10 volunteers to take part in a quiz and give each contestant an A and a B. As you ask each question the contestants will show the letter that they think answers the question correctly. You may want to provide each contestant with a partner to keep score.

Human Body Quiz:

Q1) How long does it take an average fingernail to grow from cuticle to tip?

A) 6 months or B) 12 months

Answer: A) 6 months, finger nails grow about 3mm each month.

Q2) How much of our brain does an average person use during their life time?

A) 10% or B) all of it

Answer: B) All of it, but not all at the same time.

Q3) How many times will a heart beat during an average life time?

A) 30 million times or B) 3 billion times (100x's more).

Answer: B) 3 billion times. Over 100,000 times in a day and over 36,500,000 times in a year!

Q4) Does the hand or the foot have the most bones in it?

A) Hand or B) Foot

Answer: A) Hand, there are 26 bones in the foot and 27 bones in the hand.

Q5) How far does the blood travel around an average person's body in one day?

A) approximately 1,200 miles (1,900km) or B) 12,000 miles (19,000km)

Answer: B) 12,000 miles, London to Sydney, Australia is over 10,500 miles.

The average heart pumps around 200 million litres of blood around our bodies in a lifetime. That's 80 Olympic sized swimming pools of blood!

Q6) How many droplets can we make in a single sneeze?

A) 40 or B) 40,000

Answer: B) 40,000 droplets travelling at between 10 and 30 miles an hour.

Q7) How much saliva will a person produce in an average lifespan?

A) 25,000 litres or 30,000 litres?

Answer: A) 25,000 litres. That's over 300 baths worth (estimated assuming a bath of 80 litres of water).

Q8) How many bones are in the skull?

A) 2 or B) 22

Answer: B) 22

Q9) Who has the most bones?

A) a baby or B) an adult

Answer: A) a baby has around 300 bones



when it is born. Some of these bones will fuse together creating 206 bones in an average adult (some adults may have more).

Q10) How many complete skeletons will your body grow in an average life time?

A) 1 or B) 7?

Answer B) 7, our skeletons are renewed over an approximate 10-year period.

Who got the most questions right? **To everybody…** How many questions did you get right? What was the most surprising fact about the human body? Our bodies are amazing! They work very hard keeping us alive. Our hearts beat and our blood is pumped around our bodies. Can anyone remember how many times our hearts beat in a day? Over 100,000 times. Can anyone remember how far our blood will travel in one day? Further than the distance between London and Australia. Does anyone know what the tubes that carry the blood around our bodies are called? Arteries, veins and capillaries. If all the arteries, veins and capillaries of an average human were laid end to end, they would stretch over 100,000 miles (160,000 km) and could stretch around the Earth four times.

Over half of your body is made up of water (60%). The lining of our stomachs renews itself every 5 days as it protects us from the stomach acids that is so powerful it can dissolve wood and some metals! *Don't try it at home.* Some of our cells are replaced after a few days like those in our stomachs, other cells, like those in our brain, last a lifetime. Our brains are only small when compared to the rest of our bodies but they use up to 20% of the calories that provide us with energy.

If we were to list some of the things that make up our bodies, we could create a sort of human ingredients list…*

Fat – to make 7 bars of soap
Iron – 1 medium size iron nail
Sugar – to sweeten 10 cups of tea
Lime – enough to fill one medium paint tin
Phosphorus – to tip 2200 matches
Potassium – to explode one toy cannon
Sulphur – enough to rid one dog of fleas (table spoon)
Carbon – enough to make 900 pencil leads
Water – 45 litres – about 10 buckets

You and I are amazing! Our bodies are amazing. They allow us to think, run, talk, hear, speak. They allow us to make, create, imagine, love, hope, like, enjoy, smile, and laugh. The question that we are going to think about this week is how do we make the most of what we have, if what we're already starting with is amazing?

Time to reflect

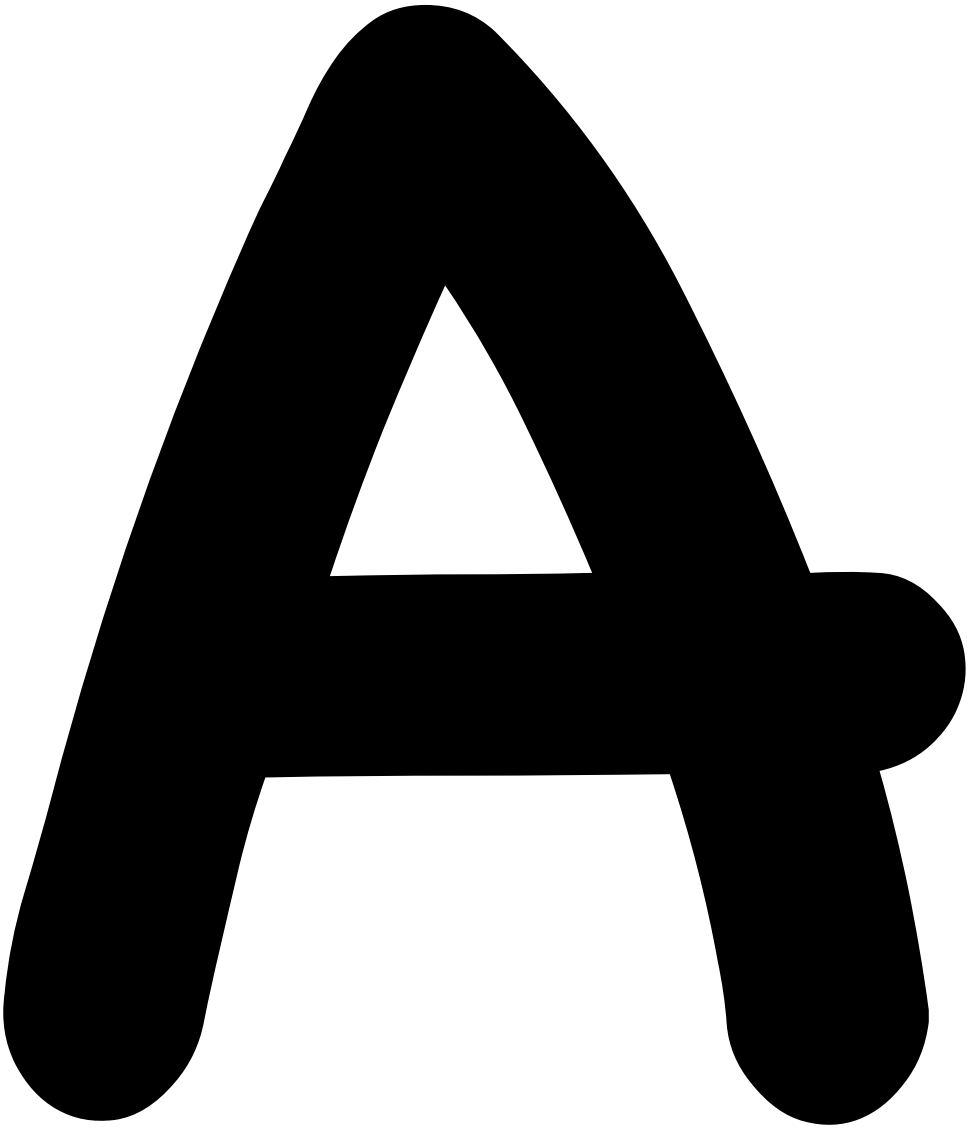
- What is the most interesting fact you have heard today?
- What makes our bodies amazing?
- How can we make the most of our amazing bodies, our brains, muscles and emotions?

Reflection (Prayer)

(Dear God)

We are thankful for our amazing bodies. May we learn to look after them and use them well to make the most of the best resource we will ever have, our-self! *(Amen)*

**Most of these 'ingredients' and quantities in this list were included in a magazine article by Georgine Luden when discussing how much a human body was worth in $. "Current Comment."JAMA, 78 (18), 6 May 1922, 1393-4.*



B

36.2 More Than The Sum Of Our Parts

Yesterday we explored facts about our bodies. Can you remember any? We also thought about some of the ingredients that make up an average human body.

Fat – to make 7 bars of soap
Iron – 1 medium size iron nail
Sugar – to sweeten 10 cups of tea
Lime – enough to fill one medium paint tin
Phosphorus – to tip 2200 matches
Potassium – to explode one toy cannon
Sulphur – enough to rid one dog of fleas (table spoon)
Carbon – enough to make 900 pencil leads
Water – 45 litres – about 10 buckets

Imagine if we could collect all of the ingredients that make up a human being and then we mixed them up to create the many different body parts and then were able to put them together so that we created a human's body. Would there be a difference between you and the human body we just made? What is missing in the human body that we created and you? Life.

Have you heard the saying, 'more than the sum of its parts'? It is a saying that is used to suggest that something is better than all the parts that make that something. A bike for example is made up of wheels, a frame, pedals, cogs, handle bars, a seat and a chain. If you had all those parts loose on a work bench, they are all the parts of a bike, but they are not actually a bike. If you put the parts together as they are designed to be put together, you get something that is more than the sum of its parts. Bicycles provide enjoyment to millions of people.

We are more than the sum of our parts? The way the ingredients are put together and the life that is in our bodies allow all the amazing facts that we heard yesterday. We will learn more about our amazing bodies in our thoughts for this week. Those ingredients can't think, run, talk, hear, speak, make, create, imagine, love, hope, like, enjoy, smile, and laugh. But we can! We are more than the sum of our parts.

Time to reflect

- Which ingredient were you most surprised about?
- What makes our bodies amazing?
- How can we make the most of our amazing bodies, our brains, muscles and emotions?

Reflection (Prayer)

(Dear God)

We are thankful for our amazing bodies. May we learn to look after them and use them well to make the most of the best resource we will ever have, our-self! *(Amen)*



36.3 Prevention Or Cure?

You and I are amazing! Our bodies are amazing. They allow us to think, run, talk, hear, speak. They allow us to make, create, imagine, love, hope, like, enjoy, smile, laugh and many, many other things. The question that we are thinking about this week is how do we make the most of what we have, if what we're already starting with is amazing?

What do you do if you get a headache? What do you do if you get a cut on your knee? For centuries, humans have studied how the human body works. Doctors and scientists know so much about our bodies that they can create medicines and treatments for all sorts of problems that affect us physically. Not only have doctors and scientists found ways of fixing lots of problems, they also know how to stop many of the problems from starting in the first place.

What do we need to do to keep our bodies working well? We can look after our bodies by eating healthily and exercising. To fix a problem we must know what the problem is. We know that lots of unhealthy foods, little or no exercise and dangerous substances like cigarettes will cause problems in our bodies. If you keep yourself healthy now and create good habits that will last throughout your life, you will protect yourself from problems later in life. The healthy choices may not seem important now but the small choices add up to a happy and healthier you now and for the rest of your life.

Time to reflect

- Which is better, prevention or a cure? Is it better to have a problem fixed or not have a problem in the first place?
- What ingredients are bad for our bodies? (The ingredient could be anything, lack of exercise, sitting too much etc…)
- If a person with a health problem that was caused by unhealthy choices could visit themselves as a child, what would they say?

Reflection (Prayer)

(Dear God)

We are thankful for our amazing bodies. May we learn to look after them and use them well to make the most of the best resource we will ever have, our-self! *(Amen)*

**4 main causes of health problems in the UK… Smoking, too much alcohol, poor diet and lack of exercise.*



36.4 A Joyful Heart Is Good Medicine

You and I are amazing! Our bodies are amazing. They allow us to think, run, talk, hear, speak. They allow us to make, create, imagine, love, hope, like, enjoy, smile, and laugh. The question that we are thinking about this week is how do we make the most of what we have, if what we're already starting with is amazing? Yesterday we thought about the problems that can affect our physical bodies, today we are going to think about what we can do to protect our mental wellbeing.

Can any tell me what the word 'worry' means? It means to feel troubled or uncomfortable about what you may think are problems. Worry is normal, worry about the future may help us to make the correct choices, worry may remind me to check that I've locked my front door when leaving the house or to get my dog checked out by a vet. In a dictionary definition for the word worry, you will also find the terms anxiety and anxious. Whilst worry should only be a thought that can help us make the right choices, being anxious and uncomfortable all the time can rob us of our happiness. Worry and its' affects have been understood for a long time. A proverb in the Bible, written over 2500 years ago says 'Worry can rob you of happiness, but kind words will cheer you up.' (Proverbs 12:25). Worry are the feelings we get when we think too much about our problems, many times we create problems for ourselves that don't even exist.

Anger is another feeling that is normal for us to feel. Anger like worry is normal and can help us to make the right choices. If I feel angry about the way a person has treated my friend, it might motivate me to do something about it like tell a teacher or a responsible adult. Holding on to anger once the problem has been solved or when we can't do something about it can rob us of our joy and happiness. Our mental health can affect our physical health, for the better and for the worse. Humans have known this for a long time. Another proverb written over 2500 years ago states: *A joyful heart is good medicine, but a crushed spirit dries up the bones.* (Proverbs 17:22). To keep our bodies working well, we have to look after our mental health as well as our physical health.

Time to reflect

- What have you worried about lately? How was it resolved?
- What has made you angry lately? How was it resolved?
- How can we look after our mental health?

Reflection (Prayer)

(Dear God)

We are thankful for our amazing bodies. May we learn to look after them and use them well to make the most of the best resource we will ever have, our-self! *(Amen)*



36.5 Wise And Foolish Choices

This week we have been thinking about how amazing we are and we have thought about how we can keep our amazing bodies healthy and happy. The choices that we make and the activities that we take part in can help to look after our bodies. Today we are going to think about some more amazing facts about you!

- New strands of hair on your head can stay there for between 2 and 7 years before being replaced.
- Hair on a woman's head lives longer than the hair on a man's head.
- We have, on average 110,000 hair follicles on our heads (the tiny bit on our head that a hair grows from. Natural blondes have about 140,000 follicles.
- A man's beard are the fastest growing hairs on the human body.
- Humans have the same number of hairs on their bodies as chimpanzees.
- Each follicle produces on average 20 hairs during a person's lifetime.
- What is the largest organ of a human body? An organ is a part of the body that carries out a special function (e.g. heart, lungs, eyes etc…) Answer: the Skin!
- An average human has over 2.6 million sweat glands.
- Each eye has 6 muscles that controls its movement.
- Your body can heal itself, it will grow back skin and grows and heals broken bones.
- Our brains have enough electricity in it to power a small light bulb.
- Your tongue has 10,000 taste buds that are replaced every couple of weeks.
- Whilst your bones stop growing, the cartilage in your nose and your ears will grow for the rest of your life.

Time to reflect

- Our bodies are amazing, how do you make the most of them?
- What are the wise choices we can make to look after our bodies?
- What are the foolish choices?

Reflection (Prayer)

(Dear God)

We are thankful for our amazing bodies. May we learn to look after them and use them well to make the most of the best resource we will ever have, our-self! *(Amen)*



37.1 Be Kind In Thought, Word And Deed

Preparation

You, another teacher or some pupils act out the three words that everybody else will try to guess: 1) Thoughts (what we think); 2) Words (what we say); 3) Actions (what we do). 'Thoughts' e.g. a thought bubble. 'Words' e.g. speech marks (inverted comma's) or a speech bubble. 'Actions' e.g. the actions to heads, shoulders, knees and toes without the words (the pupils may need some help on this one).

This morning we are going to be thinking about three different words. But to introduce the words **someone (see preparation)** is going to act them out and you will need to guess what they are.

What were the three words? Thoughts, words and actions. What are thoughts? Thoughts are the ideas and opinions that we have that appear in our mind. What are words? Words are the things that come out of our mouths when we want to communicate with others. What are actions? Our actions are the things we do using our bodies. Have you ever heard the phrase 'in thought, in word and deed'? Does anyone know what 'deed' means? It means an action that you meant to do on purpose. Where have you heard the phrase 'in thought, in word and deed'? In some church services the words are said by Christians who are asking God for forgiveness for the wrong things they have thought, the wrong things they have said and the wrong things they have done, or in other words for the wrong things they have done in thought, word or



deed. The phrase may remind a Christian to ask for forgiveness for their unkind thoughts, unkind words and unkind actions.

Today we are going to think about our kind thoughts, our kind words and our kind actions. Our thoughts, words and actions are linked. Can you do or say kind things unless you have thought them in the first place? Can you do or say unkind things unless you have thought them in the first place? What we say and do often begin with what we think. Mahatma Ghandi, a wise Hindu, once said *"Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well."* If we have kind thoughts they will obviously be seen in our words and our actions.

One definition of the word 'thought', is "the things that appear in our mind". We will all think unkind thoughts from time to time, but we will always be responsible for the words we say and our actions. The more we learn about how our words and actions affect others, the more we can think about how we use our words and actions to be kind to others. If thoughts are the things that appear in our mind, can we control our thoughts and can we do anything to help us think kind thoughts? Although we will all have unkind thoughts, we can choose whether we continue to think about them or not. We will all have angry thoughts or worry thoughts or



'I can't do that' thoughts, but we can choose whether or not we continue to think about them or not.

Learning to control what we think and how our thoughts affect our actions may take a life time to achieve. But there are some simple things that we can do to help us.

Getting a good night's sleep. Tiredness will affect our thoughts. Tiredness will make it harder for us to learn, it will make us grumpier and it will make it harder for us to make good choices. Tiredness can lead to people feeling angry and unhappy.

Drinking water. Does any one know what the term dehydration means? Not having enough water can affect how your body works. Being hydrated, the opposite of dehydrated, can help us learn and can improve our mood. When we are thirsty and have a fizzy drink, it can actually dehydrate us.

Think about good things
We can't stop thoughts appearing in our mind, but we can choose whether or not we think about them. If we think too much about what makes us angry then we will probably be angry. If we think too much about things that worry us, then we will probably be worried. Saint Paul, one of the writers of the Bible, knew that our minds will always think about something as it is very difficult to think about nothing. To help us get rid of the thoughts of anger and worry he suggested that we replace them with good thoughts. He wrote, *"Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things… and the God of peace will be with you."* (Philippians 4:8-9 NIV)

Watch what you watch or listen to
What we see or hear or think about will feed our brains and we may find those things appearing as thoughts in our minds. A proverb in the Bible suggests that 'above all else, guard your heart, for everything you do flows from it'. (Proverbs 4:23 NIV). If we only hear friends being unkind or watch or play games where people are being unkind, then it's not surprising if unkind thoughts appear in our minds. If we are around kindness and see and hear it regularly then it may affect what pops into our minds.

Having kind thoughts involves more than just kind thoughts appearing in our minds. Kind thoughts may involve getting enough sleep, keeping hydrated, taking control of the unkind thoughts and being aware of what we are watching or listening to. We are going to continue to think about how we can show kindness in our words and our actions in our thought for the day. Kirpal Singh, a Sikh and previous president of the World Fellowship of Religions once said, "Kind hearts are the gardens. Kind thoughts are the roots. Kind words are the blossoms. Kind deeds are the fruits."

Time to reflect

- What can you do to help you have kind thoughts?
- What can we do to become a community of kindness?

Reflection (Prayer)

(Dear God)

May we be people whose kind hearts are the gardens, whose kind thoughts are the roots, whose kind words are the blossoms and whose kind deeds are the fruits. *(Amen)*

37.2 Kind In Thought

Many of our kind and unkind words and actions have their roots in what we think about. We are going to continue to think about kind thoughts today.

Time to reflect

Discuss what we can do to help us have positive thoughts

Getting a good night's sleep. Tiredness will affect our thoughts. Tiredness will make it harder for us to learn, it will make us grumpier and it will make it harder for us to make good choices. Tiredness can lead to people feeling angry and unhappy.

Drinking water. Does anyone know what the term dehydration means? Not having enough water can affect how your body works. Being hydrated, the opposite of dehydrated, can help us learn and can improve our mood. When we are thirsty and have a fizzy drink, it can actually dehydrate us.

Think about good things
We can't stop thoughts appearing in our mind, but we can choose whether or not we think about them. If we think too much about what makes us angry then we will probably be angry. If we think too much about things that worry us, then we will probably be worried. Saint Paul, one of the writers of the Bible, knew that our minds will always think about something as it is very difficult to think about nothing. To help us get rid of the thoughts of anger and worry he suggested that we replace them with good thoughts. He wrote, *"Brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things… and the God of peace will be with you."* (Philippians 4:8-9 NIV)

Watch what you watch or listen to
What we see or hear or think about will feed our brains and we may find those things appearing as thoughts in our minds. A proverb in the Bible suggests that 'above all else, guard your heart, for everything you do flows from it'. (Proverbs 4:23 NIV). If we only hear friends being unkind or watch or play games where people are being unkind, then it's not surprising if unkind thoughts appear in our minds. If we are around kindness and see and hear it regularly then it may affect what pops into our minds.

Reflection (Prayer)

(Dear God)

May we be people whose kind hearts are the gardens, whose kind thoughts are the roots, whose kind words are the blossoms and whose kind deeds are the fruits. *(Amen)*



37.3 Kind In Word

This week we are thinking about how we can be kind in our thoughts, how we can be kind in our words and how we can be kind in our actions. Yesterday we thought mainly about our thoughts. Today we are going think about our kind words.

There is an old saying… 'Sticks and stones can break my bones, but names will never hurt me.' Well, this is not true! One Bible proverb says 'Kind words bring life, but cruel words crush your spirit' (Proverbs 15:4 GNT).

This proverb states that cruel words can crush us. Bad and unkind words can leave us feeling broken. Nine people can say a kind word but it might only take one person to say one unkind word and it can ruin our day. It is often said that we are responsible for our actions, because our actions can help or hurt others. We are also responsible for our words, because our words can help or hurt others.

Time to reflect

What can we do to help us use more kind words and reduce the dangers of the cruel words?

Reduce or stop the unkind words
We all say things that we don't mean, but we can all try to stop using cruel words. If we know that we can 'crush someone's spirit' with our unkind words and if we know how 'crushed' we can feel if someone calls us unkind names it can remind us not to call each other names in the first place.

Keep hold of the kind words
There are many kind words that are spoken to you, remind yourself of them as often as you can.

Know how you react
Different people react differently to the cruel names that people call them. Some names can crush us more than others. Know which words can hurt you and decide to believe that they are not true before someone calls you them again.

Kind words bring life
If you see someone that has just been crushed by the cruel words of others, remember that 'kind words bring life'. Go over to them and use kind words.

Reflection (Prayer)

(Dear God)

May we be people whose kind hearts are the gardens, whose kind thoughts are the roots, whose kind words are the blossoms and whose kind deeds are the fruits. *(Amen)*



37.4 Kind In Deed

This week we are thinking about how we can be kind in our thoughts, how we can be kind in our words and how we can be kind in our actions. Yesterday we thought mainly about our words. Today we are going think about our actions.

Time to reflect

Kindness is being friendly, generous and thinking about others. Putting the needs of others before our own needs and wants. Is everybody in the following examples being kind? If not, why not?

- A boy in the park drops his toy out of his pocket, you run over to give it him back as you know he'd be sad to find it missing.
- At school there is a new library area that needs someone to volunteer to help look after the books. You volunteer as you know it will be a big help.
- Whilst out shopping I see a lady drop her purse, I pick it up and think 'hmmm, if I give it back to her maybe she'll give me a little reward' so I run up to her and give her purse back.
- You see an older gentleman standing waiting to cross the road with two big shopping bags. He looks like he's struggling with them, you think he may need some help but you carry on walking and don't offer to help carry the bags for him.
- A mother duck and her ducklings are crossing the road and the ducklings can't get up the curb, so you take your big thick book that you've been reading and put it at the side of the curb so they can use it as a step.
- At school there is a new kid sitting in your class, you offer to look after them for the day so you can get some extra reward points that day.
- At school, someone in your class, not your usual best friend, has forgotten to bring a snack into school and you overhear them saying that they were hungry as they'd not had much breakfast. You go over and give them your snack as you know they would appreciate it much more than you today.

Reflection (Prayer)

(Dear God)

May we be people whose kind hearts are the gardens, whose kind thoughts are the roots, whose kind words are the blossoms and whose kind deeds are the fruits. *(Amen)*



37.5 Kind In Thought, Word And Deed

This week we are thinking about how we can be kind in our thoughts, how we can be kind in our words and how we can be kind in our actions. Our thoughts, our words and our actions are connected. If a person is known for their kind words it is very likely that many of their actions will be kind too. If a person is known for their unkind actions, it is very likely that many of their words will also be unkind. If a person has angry or worrying thoughts, they will affect what a person says or how he or she will act. The more we show kindness in our words and actions the more likely they are to appear as thoughts in our mind.

Time to reflect

- How can the following help us to create a community of kindness?

Pass on the kindness - kindness that we receive may help kind thoughts to appear in our minds. When kind thoughts appear in our minds, we can show kindness in our words and in our actions. Our kind words and actions which may help kind thoughts to appear in the minds of others and so on.

Mahatma Ghandi, a wise Hindu, once said *"Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well."*

Kirpal Singh said, *"Kind hearts are the gardens, Kind thoughts are the roots. Kind words are the blossoms. Kind deeds are the fruits."*

'Worry can rob you of happiness, but kind words will cheer you up.' Proverbs 12:25 GNB

'Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal' Proverbs 12:13 GNB

'Pleasant words are a honeycomb, sweet to the soul and healing to the bones.' Proverbs 16:24 NIV

Reflection (Prayer)

(Dear God)

May we be people whose kind hearts are the gardens, whose kind thoughts are the roots, whose kind words are the blossoms and whose kind deeds are the fruits. *(Amen)*

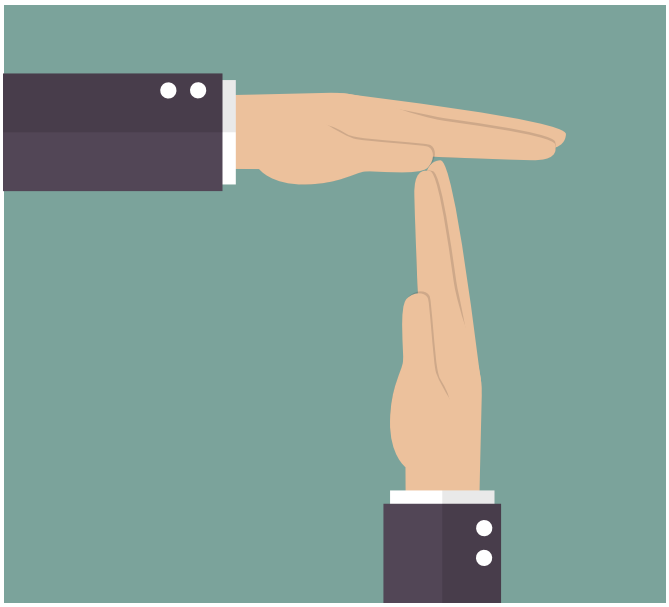


38.1 Timeout

Can anyone tell me what a 'timeout' is? There are a few different uses of the word or term 'timeout'. The phrase 'a timeout' has been used since the 1950s to encourage children to calm down and think about their behaviour. You may have heard of the phrase 'timeout' used in sport. In basketball, ice hockey, netball or American baseball it is common to see the players huddled around the coach as he or she gives them some advice. A timeout is an opportunity for the players to pause, gather themselves together and think about how they can improve their game. Online dictionaries define a timeout as a rest from your usual work or studies. When revising for tests it is suggested that pupils take regular timeouts. When looking at a computer screen it is advised that people regularly pause to look away and do something else. *(Probably the most important use of the term, there is a chocolate bar called timeout.)*

There are many stories throughout history of people benefitting from taking a 'timeout'. Over 700 years ago, Robert the Bruce, the king of Scotland is said to have sat in a cave hiding from the English army and watched a spider trying to build a web at the entrance of his cave. The little spider inspired Robert to continue his quest to fight for the freedom of Scotland. A man called Isaac Newton whilst sitting under an apple tree is said to have had an apple fall on his head. This enabled him to develop his theory of gravity. In reality, Newton saw an apple fall from a tree whilst walking through his garden. The Bible tells the story of a man named Jonah who had an unexpected timeout in the belly of fish.

The world in which we live doesn't make it easy for us to have a timeout, it isn't that



easy to find peace and quiet. If we're not at school, we're doing homework, if we're not doing homework then we're on the computer, if we're not on the computer we're watching the TV, if we're not watching the TV we're on the iPad, if we're not on the iPad we're playing a game, if we're not playing a game we're listening to music, if we're not listening to music we're doing our chores (possibly listening to music), and if we're not doing our chores someone else is watching TV or listening to music… And if we're not doing all that we are asleep. Am I describing anyone's lifestyle here?

There are many dangers of a very noisy and busy life. More people than ever before in the UK are reported to suffer with anxiety and stress related problems. Anxiety and stress are both linked to worry and an overly busy lifestyle. When you are ill, you may have the day off to get better. Stress and anxiety are a couple of reasons why adults may have a day off work. A regular timeout will not guarantee that we don't suffer from anxiety or stress but it certainly helps. There are many benefits that we will get



from taking time out from our normal busy and noisy activities to sit quietly for a few minutes each day and do nothing.

The benefits of regular silence and timeouts:

- Shutting off speech will make the other senses work better.
- Realise and think about what is important.
- Improve memory.
- Develops your imagination.
- Increases self-awareness.
- Grows your brain (10 minutes sitting in silence thinking about peaceful scenery can actually thicken grey matter in your brain).
- To make sense of it all.
- Get some useful advice – think about a problem as if we were someone else looking at the problem.
- To do more – timeout can make us feel more energetic.

Sitting quietly doing nothing is very difficult for some of us. It isn't something that we regularly do.

How to take a timeout:

- Listen to yourself breathing.
- Listen to your heart beat.
- Think about now, not yesterday, not today, not tomorrow, but now.
- Take a walk. (might not always be possible)
- Realise what you think about – think about what you think about.
- Visualise a peaceful scene.
- When a 'but I must… (finish my game)' thought appears, wait for it to disappear.
- If thoughts about a problem appear – tackle them.
- Think about a problem as if we were someone else looking at the problem.

Knowing what to do and how a timeout can help us is important, but the only way we can benefit from a timeout is by actually taking a timeout. The challenge is making a timeout a habit in our lives.

Time to reflect

- How would you benefit from a timeout?
- How could you take a timeout?

Reflection (Prayer)

(Dear God)

In our community, our school and our families we know that life can be noisy, busy and sometimes stressful. Today may we be reminded of the importance of quiet times. Help us to remember the benefits of silence and help us to build these times into our busy and often noisy lives. *(Amen)*



38.2 Benefits Of Timeout

Time to reflect

I will read the benefits of a timeout that we thought about yesterday, as I read them think about each one and try to imagine it happening. What actions can we come up with to help us remember the benefits of a regular timeout?

The benefits of regular silence and timeouts:

- To do more – timeout can make us feel more energetic.
- Shutting off speech will make the other senses work better.
- Realise and think about what is important.
- Improve memory.
- Develops your imagination.
- Increases self-awareness.
- Grows your brain (10 minutes sitting in silence thinking about peaceful scenery can actually thicken grey matter in your brain).
- To make sense of it all.
- Get some useful advice – think about a problem as if we were someone else looking at the problem.

Reflection (Prayer)

(Dear God)

In our community, our school and our families we know that life can be noisy, busy and sometimes stressful. Today may we be reminded of the importance of quiet times. Help us to remember the benefits of silence and help us to build these times into our busy and often noisy lives. *(Amen)*



38.3 Benefits Of Timeout

Time to reflect

I will read the benefits of a timeout that we thought about yesterday, as I read them think about each one and try to imagine it happening. Can you remember the actions that we created to help us remember the benefits of a regular timeout?

The benefits of regular silence and timeouts:

- To do more – timeout can make us feel more energetic.
- Shutting off speech will make the other senses work better.
- Realise and think about what is important.
- Improve memory.
- Develops your imagination.
- Increases self-awareness.
- Grows your brain (10 minutes sitting in silence thinking about peaceful scenery can actually thicken grey matter in your brain).
- To make sense of it all.
- Get some useful advice – think about a problem as if we were someone else looking at the problem.

Reflection (Prayer)

(Dear God)

In our community, our school and our families we know that life can be noisy, busy and sometimes stressful. Today may we be reminded of the importance of quiet times. Help us to remember the benefits of silence and help us to build these times into our busy and often noisy lives. *(Amen)*



38.4/5 Practise Timeout

The thought for today and tomorrow will allow the pupils to practise being silent by taking a timeout. You may want to focus on a different 'how to' from the list, or you could project the list and allow the pupils to choose. For younger children do 1,2, 4 and 5 each for 30 seconds then ask the children to talk about what they just did. It is understood that this will be difficult for some pupils but it is a skill that all pupils (and adults) will benefit from. You may want to use a peaceful scene to focus on or even have the school motto visible for the pupils to think about.

How to take a timeout:

1. Listen to yourself breathing.
2. Listen to your heart beat.
3. Think about now, not yesterday, not today, not tomorrow, but now.
4. Realise what you think about – think about what you think about.
5. Visualise a peaceful scene.
6. When a 'but I must… (finish my game)' thought appears, wait for it to disappear.
7. If thoughts about a problem appear – tackle them.

Time to reflect

- Discuss pupils' experiences of taking a timeout.

Reflection (Prayer)

(Dear God)

In our community, our school and our families we know that life can be noisy, busy and sometimes stressful. Today may we be reminded of the importance of quiet times. Help us to remember the benefits of silence and help us to build these times into our busy and often noisy lives. *(Amen)*



39.1 Memories (Leavers Service)

Preparation

BEFORE THIS ASSEMBLY

Photos:

- Place digital photographs of pupils in one folder, open the folder, and double click on the first picture. To start a slide show double click on 'play' (the 'triangle' icon). It is important for pupils' self-esteem that photos of all pupils are included (follow the guidelines from your safeguarding policy, for example, some photos may be used within school, but not shared externally e.g. on websites etc.)

Prepare the following for year six pupils 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 about secondary school are they looking forward to.

Prayer

- Some pupils to write a short Prayer about leaving primary school and starting secondary school.

Whilst pupils and parents are entering, show the digital slideshow.

Welcome to our year six leavers assembly. This is a day to celebrate the achievements of our year six pupils 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, all grown up and ready to move onto secondary school. We all have memories of our time at school. Today year six 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 pupils 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 our year six 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.** Our year six pupils 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. I've asked some pupils 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 our year six pupils 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 pupils 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 secondary school. During your time at **(school name)**, the staff and I have seen you all grow and grow as you have prepared for the next stage in your learning. Some of you have written down what you are most looking forward to as you move onto the secondary school.

Looking ahead:

- **Some pupils to read out what they are looking forward to about secondary school.**

As we bring this assembly to a close, I think it is an appropriate place to give a little advice to the year 6's about their time at secondary school. 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 the secondary school has to offer. Take part in the clubs, go on the trips, ask visitors difficult questions. Try and make the most of every opportunity and you never know where it might lead, but know that you are making memories for the future. For the rest of us, 'make good memories' is a piece of advice that reminds us to make the most of whatever we are doing, where ever we are. Make the most of your school, your job, your family and your friends and I'm sure that as you try to make good memories, you will be making the most of now.

Time to reflect

- Year 6, what memories are you going to make whilst at secondary school?
- Rest of the school, what memories are you going to make with the time you have left in (school name)?

Reflection (Prayer)

- Some pupils to read out their Prayers.

Or

Reflection (Prayer)

(Dear God)

We are grateful for the time we have had as a community this year. We are thankful for the year 6's and what they have brought to our school. We hope that we would remember the good times and focus on those positive memories. May the year 6 to make good memories as they move on to secondary school, may they make the most of the opportunities that are before them. May we all make good memories as we make the most of the opportunities that we have. *(Amen)*



39.2 A Lasting Journey

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 primary school. Possibly get the memories professionally copied and bound, then present them to the pupils with the school logo when they move up to high school. You could even use them in your school's self-evaluation as part of 'pupil voice'.

Reflection (Prayer)

(Dear God)

We are grateful for the time we have had as a community this year. We ask 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. *(Amen)*

Time to reflect

If you have done this previously, take time for pupils to read their memories from last year.

Yesterday we heard the piece of advice, make good memories. Write down one good memory you have made this year. (You could video or record pupils reading out their memories).



Time to reflect

If you have done this previously, take time for pupils to read their funny stories from last year.

This week we are thinking about making good memories. Write down one funny story that happened to you or a friend this year. (You could video or record pupils reading out their memories.)

Reflection (Prayer)

(Dear God)

We are grateful for the time we have had as a community this year. We ask 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. *(Amen)*



39.4 The School Motto

Time to reflect

If you have done this previously, take time for pupils to read what they wrote concerning the school motto last year.

Our school motto helps us to think about the values that focus on what is important about our school. Write down how the school motto has helped you this year and how it could help you next year.

Reflection (Prayer)

(Dear God)

We are grateful for the time we have had as a community this year. We ask 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. *(Amen)*



Time to reflect

If you have done this previously, take time for pupils to read their advice from last year and think about whether or not they have acted upon it.

At the end of the leavers' assembly, we were given a good piece of advice. Write down one piece of advice that you will give yourself for next year.

Reflection (Prayer)

(Dear God)

We are grateful for the time we have had as a community this year. We ask 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. *(Amen)*



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