Simply Collective Worship

Our Wonderful World

- 12 weekly themes
- 62 **assemblies** and thoughts for the day

By Phil Lord

Theme Titles

Learning from nature
Our wonderful earth
Our Sun
Solar eclipse
Harvest moon
Hannah the harvest mouse
Sustainable attitude
The air we breathe
Cost the earth
Hate something, change something
Weather the weather
Environment laws and choices



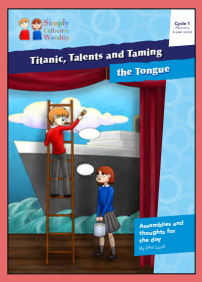
Themes

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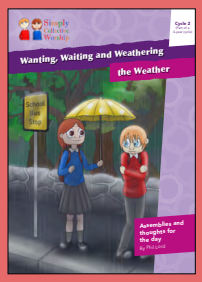
Each theme consists of an assembly followed by four shorter thoughts for the day exploring the theme in more detail.

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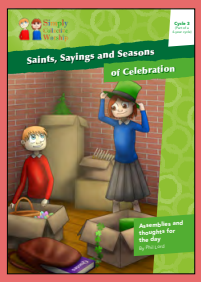
All the assemblies and thoughts for the day are from Simply Collective Worship's four year resource.



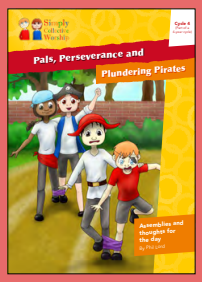
Cycle 1
'Titanic, Talents and Taming the Tongue'



Cycle 2
'Wanting, Waiting and Weathering the Weather'



Cycle 3
'Saints, Sayings and Seasons of Celebration'



Cycle 4
'Pals, Perseverance and Plundering Pirates'

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Theme	.1 Main assembly/theme .2-5 Thought for the day	Notable Content	Values	Spiritual	Moral	Social	Cultural
1	**.1 Learning from nature** .2 Ants – preparation .3 Don't judge a rock badger by the way it looks .4 Locusts – teamwork .5 Lizards – aim high	1.1-1.5 What we can learn from four wise animals – Proverbs 30:24-28 1.2 'The Ant and the Grasshopper'	Resilience Perseverance Teamwork Acceptance	✓		✓	
2	**.1 Our Wonderful Earth** .2 Hindu Creation Story .3 North American Creation Story .4 Gaia – Mother Earth .5 Reflect and Appreciate	2.1 Genesis creation account told in the first person by Ariel the angel. 5th June UN World Environment Day	Fairness Responsibility	✓	✓	✓	✓
3	**.1 Our Sun** .2 Naming the Sun .3 Mr and Mrs Sun and Moon .4 Brothers Sun and Moon .5 The power of the Sun	2.3 West African 'Sun, Moon and water' 2.4 East African 'Brothers, Sun and Moon'.	Tradition				✓
4	**.1 Solar Eclipse** .2 Eating The Sun .3 Sun Bit By bear .4 Kala Rahu .5 Sun And Moon Stop Fighting	4.1 Facts about the Sun, Moon and Earth. 4.2-5 Various stories about why we have a solar eclipse from around the world.	Respect		✓		✓
5	**.1 Harvest Moon** .2 Hunter's Moon .3 Seasonal Moon .4 Moonlight .5 What's in a name?	5.1 Harvest Festival 5.3 Flower, Strawberry, Long Night and Lenten Moons 5.4 Hindu festival – Sharad Purnima 5.5 A time for everything under the sun – Ecclesiastes 3:1-8	Thankfulness	✓			✓
6	**.1 Hannah the harvest mouse** .2 Plough, sow and harvest .3 Plough, sow and harvest (by hand) .4 Threshing and winnowing .5 You reap what you sow	6.1 Hannah the Harvest Mouse and Farmer Goody 6.3 Jane 'growing her own wheat by hand' 6.5 the general principle of sowing and reaping	Kindness Friendship	✓			✓
7	**.1 Sustainable development** .2 Homeowner .3 It's now or never .4 Command and conquer .5 It's alive	7.1-5 Various attitudes to sustainable development	Compassion Care and respect for the environment		✓	✓	
8	**.1 This is the air we breathe** .2 What is air? .3 Air pollution .4 Dangers of smoking .5 Helping the air quality	8.1 Statistics about asthma	Compassion Respect			✓	
9	**.1 Cost the Earth** .2 Give a man a fish .3 Sustainable liberty .4 Sustainable rules .5 Assisi declarations	9.1 'The Carob Tree'	Respect Fairness		✓	✓	✓
10	**.1 Hate something, change something** .2 Don't do nothing, do something .3 Small change, big difference .4 It starts with me .5 Small but mighty	10.5 Story of creation	Charity Compassion Justice	✓	✓		✓
11	**.1 Weather the weather** .2 Drought .3 Hurricanes .4 Charity .5 A world without charity	11.1 Charitable Aid Fund report 2015 11.1 1 Corinthians 13:3 11.2 1 John 3:17-18 11.3 Zakat 11.5 John 13:34-35	Compassion Charity Love Generosity	✓	✓	✓	
12	**.1 Environment Laws And Choices** .2 Laws And Choices .3 Knowledge Before Action .4 Assisi Declarations .5 Some Difficult Choices	12.1 Article 12 and 27 of the UN rights of a child. Cost of creating a cotton t-shirt 12.4 Assisi declarations	Liberty Respect Responsibility Fairness		✓	✓	✓

1.1 Learning From Nature

Preparation

Search and display an image of a Grenadier Fish or Dung Beetle



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

- Eyesight is a hundred times more sensitive to low light than a human - Tawny Owl
- Can run at approximately 110kph (75mph) - Cheetah
- Creates a thread ten times stronger than Kevlar (material in a bulletproof jacket) - Darwin's Bark Spider
- Can fly three kilometres above sea level - Eagle (soaring)
- Have been found 6km below the sea level - Grenadier fish (original image)
- Can push over 1000 times its own body weight - Dung Beetle

Most of us like interesting facts about nature, but have you ever stopped to take time and look at the nature around us? Whether we live in towns and cities or the countryside, we can't escape the animals and plants that are all around us. But to notice what is going on around us we sometimes have to stop and look. Have you ever looked up on a clear night and seen the endless amount of stars that are in the sky, what does it make you think? The stars can remind us that the world is an incredible place to live and that our problems are often smaller than we think they are when compared to the massiveness of the universe. It is one thing to learn facts *about* nature, but what can we learn *from* nature. What is the difference between learning 'about' something and learning 'from' something?

If we learn 'about' something, we learn facts about it. For example, if I am researching what happens in another country, I may find out what the people who live there eat or believe or what they do at different times of the year. That is learning about something. If I learn 'from' my research, it may lead me to try some new foods, I might compare what they believe to what I believe. We know a lot 'about' the world around us. But we can also learn from nature as well. Learning from nature can help to change our lives for the better. Nature can help us find solutions to all sorts of problems. What lessons can we learn from nature that will help us to improve the world we live in?

Take the humble spider, scientists are keen to learn about the structure of a spider's web. The silk line that is produced by spiders is both strong and yet flexible, by learning about the qualities of different types of spiders' webs scientists hope to create thinner, longer and stronger threads. It isn't only scientists that can learn from spiders. There are websites on what leaders can learn from spiders, from resilience through to designing networks. In one of our assemblies, we heard a tale of the Scottish King, Robert the Bruce, who may have been inspired by a spider while hiding in a cave.

Nature provides us with the food that we eat and the materials that we use to make lots of things. Many cultures have understood that if we take the example of the natural world around us, it can help us and our communities to create better places to live in. In the Bible there are proverbs or wise sayings written around 3000 years ago. One proverb reads: "There are four animals in the world that are small, but very, very clever. Ants: they are weak, but they store up their food in the summer. Rock badgers: they are not strong either, but they make their homes among the rocks. Locusts: they have no king, but they move in formation. Lizards: you can hold one in your hand, but you can find them in palaces." (Proverbs 30:24-28, GNB)

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

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

Time to reflect

- Have you learned from the example of nature?
- What is the difference between learning about nature and learning from nature?
- What interesting facts do you know about nature? Where did you learn it from?

Reflection (Prayer)

(Dear God)

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

1.2 Ants - Teamwork

Preparation

The internet contains video animations of the Aesop fable 'The Ant and the Grasshopper,' the text of the story is given below. Always preview a video from the web before showing it.

Can anyone remember the theme of yesterday's assembly? We were thinking about what we can learn from nature. The Bible explains what we can learn from the example of four small creatures. The Bible describes these creatures as very, very clever. The first is the Ant, 'Ants; the Bible says, 'are weak, but they store up their food in the summer.' (Proverbs 30:24 GNB) According to the Bible, what we can learn from ants?

An Aesop fable called the 'Ant and the Grasshopper' highlights this lesson. ***Show the animation or read the following.*** One hot summer's day, a Grasshopper, relaxing in the sun, spies an Ant carrying an ear of corn to his nest. "Come and chat with me," said the Grasshopper. "I can't stop as I am collecting grain for winter," said the Ant and suggested that the Grasshopper did the same. The Grasshopper refused, instead saying that there was plenty of food around at the moment, and he wanted to enjoy the sunshine as it wouldn't be around long. Winter came, and the Grasshopper was hungry and struggled to find food while the Ant's nest was full of food.

Many species of ants prepare for the winter by collecting food throughout the summer so that they can feed their larvae throughout the winter. It is a simple lesson, but an important one. Those who prepare will find life easier than those who don't. We can prepare for lots of different things. You can prepare for the school day by packing your bag the night before, you could collect the information for your research homework before you actually write it or you might make sure you have all the ingredients in the kitchen *before* you start making the cake. Whatever the activity, we can all learn from the ant.

Time to reflect

- Can you think of a time when preparation has made things easier?
- Can you think of a time when you haven't prepared, and it has made life difficult?
- How can school prepare you for the future?
- Do you need to improve the skill of preparation?

Reflection (Prayer)

(Dear God)

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

1.3 Don't Judge A Rock Badger By The Way It Looks

What animal did we learn from yesterday? Can anyone remember what we can learn from the ant? Today's animal is the Rock Badger. The proverb states that the rock badger isn't very strong but is able to live amongst the rocks. The rock badger or the Hyrax looks like a large guinea pig, but they grow to the size of a badger. They are found across Africa and the Middle East living in rock formations. Even though they are so small and weak looking, they live in places that seem no creature of its type could live. It is because they live in such difficult places that the writer of the proverb uses them as an example. The lesson from the rock badger isn't that we should go and live amongst the rocks, but there are a couple of things we could learn from the rock badger. The first lesson is one that you will have heard many times before, don't judge a person or animal on what they look like. The second lesson is less obvious, many times we don't try something, or if we do start it, we give up because we think we aren't going to be able to do it. If the rock badger were to look in the mirror and say I'm too small and weak to live in amongst the rocks, then we'd have to change its name to warm and cuddly badger or soft and fluffy badger. But they are called the rock badger because they are strong and tough enough to live amongst the rocks. If we persevere at something that we find difficult and see it through to the end, often we will find that we are strong enough and tough enough too.

Time to reflect

- What can we learn from the rock badger?
- Have you given up on something because you thought you couldn't do it? How did that make you feel?
- Have you received encouragement to keep going even though you thought something was hard? How did that make you feel?

Reflection (Prayer)

(Dear God)

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

1.4 Locusts - Teamwork

Can anyone remember what animal we looked at yesterday? What can we learn from the rock badger? We have been looking at a proverb from the Bible that mentions four animals that we can learn from. The third creature that is considered as very, very clever is the locust. The proverb states that even though they have no king, 'they move in formation'. Locusts are small creatures that grow to between two and seven centimetres, and they only weigh about two grams. Locusts can be found in most countries in the world. Sometimes they live on their own, but they are known for what they do when they get together. The Bible uses the phrase 'they move in formation' which is a different way of saying they work well together. A swarm of locusts can cover huge areas containing as many as 160 million in a square mile (that is around 60 locusts in a square metre). One locust on its own is pretty harmless, but when they work together, they can eat every plant in their path with unbelievable results. The desert locust cause plagues that can ruin farmers' entire crop, it's no wonder that they can cause a natural disaster.

The Bible calls locusts very clever because even though they don't seem to have a leader, they are still able to work together. Often in school, we are encouraged or even told to work together by a teacher or someone else. If we know that we can achieve more by working with others than just working on our own, then we should be able to work well with those around us whether or not we are told to. Working together is a wise thing to do.

Time to reflect

- When have you worked together well with others? Why did it work well?
- When have you worked with others, but it hasn't gone well? Why?
- How can you work well with others in the future?

Reflection (Prayer)

(Dear God)

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



1.5 Lizards - Aim High

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

Time to reflect

- Which animal have you learnt most from this week?
- How can we all make sure that everyone is treated equally, and that we all have the same opportunities?

Reflection (Prayer)

(Dear God)

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



2.1 Our Wonderful Earth

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. The 5th June is not the only day to think about how we can help and protect our planet. We should regularly spend time thinking about how important and special our planet is. The Earth is not only our home, it also provides for all our needs and our wants. Everything we wear, everything we eat, drink, and use to build our homes is connected to our Earth. If we don't look after the Earth, the Earth may not look after us.

Humans have thought about the question 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 a 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 where 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 image 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)*



2.2 Hindu Creation

What was the theme of yesterdays 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)*



2.3 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)*

2.4 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 it 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)*



2.5 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)*



3.1 Our Sun

Preparation

To show the relative size and distance of the Earth to the Sun you will need to arrange the following: If using a 60cm beach ball for the Sun, the Earth would be a blueberry 35 metres away. If using a 30cm football for the Sun, the Earth would be a coriander seed or a tiny bead 12 metres away.



Today we are going to think about some amazing facts about our Sun. First, have you ever thought about how big the Sun is? If you were to take a tape measure and measure the length around its circumference, its middle, then your tape measure would need to be 4.3 billion metres long.* To measure the Earth you would only need a tape measure that is 40 million metres long. The tape measure to measure around the Sun would need to be more than 100 times bigger than the tape measure used to measure around the Earth. So how many Earths could we fit in the Sun? It would take 1.3 million Earths to fill up the Sun.

The Earth is about 150 million kilometres away from the Sun.* Which means if you were travelling at 70 miles an hour (112kph) it would take about 134,000 hours or 5,580 days or just over 15 years to get there. In 1969, the Apollo 10 space capsule reached a speed of nearly 25,000mph (40,000kph) on a return trip from the Moon. At this speed, we could reach the Sun in 16 days.

The temperature on the surface of the Sun is 5,500°C.* The temperature at the centre of the Sun could be as much as 15 million degrees Celsius. If we were able to make a spacecraft that could travel as far as the Sun and could withstand temperatures at the surface of the Sun, there would still be nowhere to land. The Sun is a big ball of gas. About 92% of the Sun is made up of a gas called Hydrogen and just under 8% is made up of a gas called Helium. There are also small amounts of other gases like oxygen and nitrogen.

Even though the Sun is so far away, we can see it and we can feel its heat. The light and heat from the Sun's surface takes just over 8 minutes to travel to the Earth. If you could view the Sun from space it would be white. On the surface of the Earth the Sun appears yellow, orange and red because the light changes colour as it travels through our atmosphere.

It is difficult to imagine just how big, or hot or just how far the Sun is away from the Earth, but without it, there would be no life on Earth. The Sun determines much of what we do on Earth. The heat from the Sun creates the weather systems. It generates clouds which give us rain. It enables trees

to create the oxygen that we breathe. The movement of the Earth around the Sun creates the seasons which affects what and when we can grow and eat different types of food. The rotation of the Earth affects the way the light reaches the Earth and separates the day from the night. The rotation of the Earth and the place the Sun is in the sky can help us to tell the time. Our sleep patterns are affected by the light we have on Earth. Knowing how much the Sun affects the different parts of the Earth can help us to decide where we go on holiday. We may go and visit a country which benefits from the heat of the Sun much more than in the UK.

It is important that we respect the power of the Sun. The Sun is so bright that if you look directly at the sun, it can damage your eyesight. Leaving litter, like glass in hot and dry countries can magnify the light and heat causing fires to start. Staying safe when we are out on a Sunny day is also very important. If you have ever been sunburnt you will know just how uncomfortable and painful the Sun can make you feel. To stay safe in the Sun it is important to remember to use Sun protection, Sun screen or Sun tan lotion. Sun screen comes in different factors, the higher the factor the better the protection from the power of the Sun. Remember to put Sun screen on before going out into the sunshine and put it on again after swimming or playing in water.

Covering up with loose fitting clothes will help to protect your skin from the harmful effects of the Sun. A brightly coloured t-shirt will reflect the Sun's rays away from you. Wearing a hat and Sun glasses will help to protect your head and eyes. We sweat in the heat of the Sun, so it is important to drink water when playing outside on a sunny day. Without regular drinks of water, we may start to feel faint, dizzy or even sick. If you do you need to get out of the Sun, tell an adult. There is a saying 'only mad dogs and English men stay out in the midday Sun'. During the day, the Sun is at its hottest from 12-3pm, getting out of the Sun and finding shade is another way we can protect ourselves from the harmful effects of the Sun.

Time to reflect

- Have you ever thought about how big the Sun is, or how far it is away from the Earth?
- Have you ever thought about how hot the Sun is?
- What are the dangerous effects of the Sun?
- What can we do to protect ourselves from the dangerous effects of the Sun?

Reflection (Prayer)

(Dear God)

We are thankful for the Sun, for its power to support life on the Earth. We are thankful for warm summers and hot and sunny days. May we be wise when we enjoy being outside in the sunshine, help us to remember to respect the power of the sun. *(Amen)*

**NASA*

3.2 Naming The Sun

Our Sun is one of many different types of stars. Our Sun is a G-Type main-sequence star (G2V), also known as a yellow dwarf. The type of star refers to the way it creates its heat and light and the temperatures at its surface and core. Other types of stars are red giants, white dwarfs, neutron stars and supergiant stars. Some stars like the red hyper giant star is about 1500 times bigger than our Sun making our Sun look like a dot in comparison.

The word 'solar' is an adjective that we use when describing something that comes from the Sun. When the Sun is in the sky, we receive solar radiation, or in other words we receive solar light and solar heat. The word solar comes from the Latin word solaris, which literally means 'from the Sun'.

The Sun is so important to our existence that many cultures have worshipped the Sun. Many cultures gave a name to a god represented by the Sun. Ancient Egyptians called him Ra. The ancient Greeks called him Helios and the Romans, Sol or Solaris. Apollo was another Roman god associated with the sun. The Celts called the Sun god Lugh. Surya is the Hindu god of the Sun. Statues or images of Surya often have him sitting on a chariot pulled by seven horses, to represent the seven colours of the rainbow.

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

Time to reflect

- Why do you think that so many cultures worshipped the Sun?
- Do you know any stories that explain why the Sun lives in the sky?

Reflection (Prayer)

(Dear God)

We are thankful for the Sun and for its power to support life on the Earth. We know that the Sun has inspired mankind as it has sought to answer big and important questions about our existence and the beginnings of our universe. May the Sun continue to inspire us as we think about the same questions. *(Amen)*



3.3 Mr And Mrs Sun and Moon

Today we are going to hear a West African tale as to how the Sun and Moon came to live in the sky.

Once upon a time Sun and his wife, Moon, both lived happily together in a house on the Earth. Sun was good friends with Water, and Sun would visit Water and the fish and creatures that lived in him. On one visit, Sun remarked that Water had never visited Sun or Moon's house. Water replied that Sun's house wasn't big enough and that Sun would need to create an area that was really really big if Water ever came to visit. The Sun returned home and started to create an area that could contain Water. Sun and Moon both agreed that they were ready for Water's visit. Sun found Water and told him of their new room ready for Water's visit. Next day, Water knocked on Sun and Moon's door. Sun and Moon welcomed Water in. Water asked if they were sure that they had enough room for him. 'Come in' they continued and Water started to flow in the Sun and Moon's house. Soon Water covered the floor, then he covered the furniture. Fish and other creatures were swimming around Sun and Moon's house. Soon Water had reached the ceiling, both Sun and Moon climbed on the roof of their house. But Water kept rising and soon Sun and Moon's feet were getting wet. Eventually Sun and Moon both had to leap into the sky where they still live to this day.

Time to reflect

- What does this story try to explain?
- What questions about the sun and moon do you want answering?

Reflection (Prayer)

(Dear God)

We are thankful for Sun and for its power to support life on the Earth. We know that the Sun has inspired mankind as it has sought to answer big and important questions about our existence and the beginnings of our universe. May the Sun continue to inspire us as we think about the same questions. *(Amen)*

3.4 Brothers Sun And Moon

Can anyone recount the story that included the Sun, Moon and Water? This morning we are going to hear another tale about the Sun and Moon, this story is from Kenya in East Africa. In this story, the Sun and Moon are not husband and wife like in the story we heard yesterday, instead, in this account, they are brothers. The Moon was a star much bigger and brighter than his younger brother, the Sun. The Sun, jealous of his bigger brother would pick fights and call his brother names. One day, things got out of hand, and the two brothers started fighting. The Moon and the Sun wrestled and fought like only brothers can. Eventually they came to a large area of mud, the fighting continued. At the edge of the mud the Sun pushed the Moon, the Moon lost his balance and fell face first into the mud. God eventually made them stop fighting. To keep them apart, God ordered the Sun to shine during the day and the Moon was ordered to shine at night, but by now he was covered in mud dimming much of his brightness.

Time to reflect

- What does this story try to explain?
- Are the Sun and Moon more like husband and wife, brothers, or brother and sister?

Reflection (Prayer)

(Dear God)

We are thankful for Sun and for its power to support life on the Earth. We know that the Sun has inspired mankind as it has sought to answer big and important questions about our existence and the beginnings of our universe. May the Sun continue to inspire us as we think about the same questions. *(Amen)*



3.5 The Power Of The Sun

This week we have heard lots of facts and a couple of myths about the Sun. The Sun has shone over every human being that has ever lived on this Earth. The stories that help to explain where it came from and why it lives in our sky shows us that human beings throughout history have been interested in how and why we have the Sun and Moon in the Sky. The Sun is powerful and without it there would be no life on Earth. The power of the Sun isn't just in its heat and light to our planet. The power of the Sun can also be in how it makes us feel. The Sun can also improve our health and well-being in a number of ways:

- Being in the Sun increases the amount of vitamin D we get. In some countries where there is less sun, children take vitamin D tablets.
- The Sun can cheer us up. Have you ever felt SAD? There is a feeling of sadness and depression called Seasonal Affective Disorder or SAD that is caused by the lack of sunlight. People in countries with less sunshine can use lightboxes that increase the amount of UV light they receive in a day.
- The Sun gives us more energy, we need less sleep in the summer compared to the winter to gain the same amount of energy.
- The Sun has inspired countless poems, art and songs.

Time to reflect

- Can you think of ways that we benefit from the Sun?
- What would you miss the most if the Sun stopped shining, and presuming that we were able to stay alive?

Reflection (Prayer)

(Dear God)

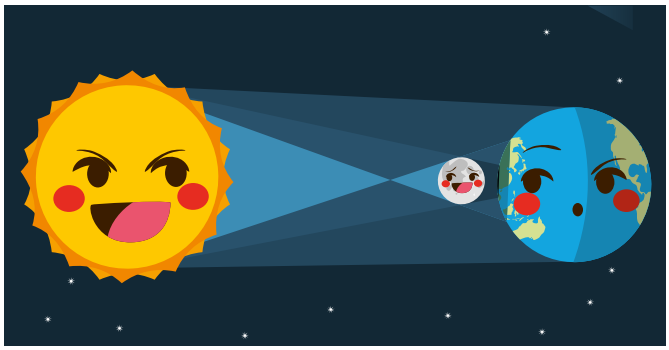
We are thankful for Sun and for its power to support life on the Earth. We know that the Sun has inspired mankind as it has sought to answer big and important questions about our existence and the beginnings of our universe. Help us also not to forget the ways in which the Sun can improve our mental and physical well-being. *(Amen)*



4.1 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 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*



4.2 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)*



4.3 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)*



4.4 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)*



4.5 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)*

5.1 Harvest Moon

Preparation

In a bag, hidden from view have a pair of summer shorts, a thin raincoat and hat and scarf set. Search and display an image of a Harvest Moon.

Can anyone think of activities that we only do in autumn, winter, spring or summer? The seasons play an important part in all our lives. The seasons will affect what we do and when we do them. So, for example, I'm sure that your teachers will already be planning their next summer holiday, or as the nights start to draw in you might be looking forward to Christmas or some other festival of light that will brighten up the winter. Spring is often a favourite time of year as trees start to regain their leaves and flowers begin to grow again. Those were just a few of the ways in which the seasons affect us but I'm sure that there are lots more. When would you wear or use the following items? ***Show the items from the bag and ask the pupils to suggest which season they would wear them.***

Seasons have always been extremely important to farmers. What do you think of when you hear the word harvest? Harvest simply means gathering or collecting crops, fruits or vegetables. Autumn is often the time of year that farmers' harvest crops that were planted in the spring. Farmers harvest different types of food throughout the year. All over the world successful harvests are celebrated with different festivals. A 'Harvest Festival' celebrated in the United Kingdom is only 160 years old but is linked to the tradition of bringing in the harvest that goes back much further. The date of the Harvest Festival changes each year and is linked to the phases of the moon; it is a little complicated.

Our Earth travels around the sun, and the moon travels around the Earth. The Earth travelling around the sun creates the seasons and the moon travelling around the Earth changes the bit of the moon that we see each night. The Harvest Moon is a full moon that is closest to the day when we have exactly 12 hours of daylight and 12 hours of night time. There are two of these days each year, and they are called an Equinox. So the Harvest Moon is the full moon closest to the Autumn Equinox and the Harvest Festival is the Sunday closest to the Harvest Moon. I presume you all got that!

The Harvest Moon helped farmers as they collected the harvest. The extra light from






the big bright orange moon meant those collecting the harvest could work late into the evening and collect more of the crop. As the farmers and those collecting the harvest could continue to see what they were doing, they were able to get much more done.

Often a good harvest means that there will be plenty of food for the months ahead but a bad harvest means that communities could go hungry. People from all around the world have celebrated the collection of a good harvest. These celebrations are often called 'Harvest Festivals' and can be very different depending on where in the world you come from. In the UK the traditional 'Harvest Festival' was introduced over 160 years ago by Reverend Robert Hawker. He was the vicar of a small town in Cornwall. He held a thanksgiving service and asked people to bring a few of fruit and vegetables that they had grown. After the service he gave the food that had been collected to the poor.

The Harvest Moon and the changes in the seasons remind us that nature has an important part to play in all of our lives. The seasons will affect the clothes we wear. You might play out in the light summer evenings or stay in on the dark winter nights and enjoy a hot chocolate. Harvest time reminds us of the way in which we work with nature to get food from the fields to our forks. Reverend Robert Hawkers' first Harvest Festival encourages us to help those who don't have enough to eat and that often go hungry. Let nature remind us that we should never take our food for granted and let us try to share the resources that nature has provided for us all year around.

Time to reflect

- How do the seasons affect you?
- Why do you think it is important to be thankful for your food?
- How can you demonstrate that you are thankful for your food?

Reflection (Prayer)

(Dear God)

We think about the seasons and the way we as humans are affected by the world around us. 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)*



5.2 Hunter's Moon

Can anyone remember, what is the name of the moon that was described yesterday? Can anyone remember why it was called the Harvest Moon? What is significant or important about the Harvest Moon? Different cultures have given the moon different names at different times of year. The Harvest Moon was the name given to the first full moon after the autumn equinox, the day in which we have exactly 12 hours of daylight and 12 hours of darkness. This morning we are going to hear about another name for the moon. The 'Hunter's Moon' is the full moon that appears a month after the Harvest Moon. Like the Harvest Moon, the Hunter's moon rises early in the evening and helps to light up the night sky. The Hunter's Moon gained its name as the light helped people track and hunt animals. Native Americans hunted deer that had fattened themselves over the summer. In Europe, the Hunter's Moon helped to light up animals on the edge of the harvested fields.

Other than using the darkness to sleep many of us probably don't think about how we use nature to help us in our daily lives, but we all benefit from our relationship with the earth. Have you ever picked strawberries in June? Traditionally we have eaten different foods at different times due to the plants that grow at certain times of year. Our knowledge about nature and how plants and animals grow make sure that we have food to eat all year around. Harvest time reminds us that we work closely with nature to provide us with enough food to eat. This time of year reminds us that we should be grateful for farmers, who work hard to grow and harvest the food we eat.

Time to reflect

- How do you benefit from nature?
- Why do you think it is important to be thankful for your food?
- How can you demonstrate that you are thankful for your food?

Reflection (Prayer)

(Dear God)

We think about nature and the way we as humans are affected by the world around us. We are especially thankful at this time of year for a good harvest of food and we are grateful to those who work hard to ensure that we all have enough food to eat. 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)*



5.3 Seasonal Moon

Can anyone remember the two names for the moon that we have heard about this week? Why did it get those names? Throughout the year the moon is known by many different names. When do you think the moon is called the following names?

– The Flower Moon? May
– The Strawberry Moon? June
– The Long Night Moon? December
– The Lenten Moon? March

For those of us that live in the Northern Hemisphere, that is the top half of the earth, the Lentern Moon is the last full moon of Winter. It is called the Lentern Moon as it usually happens during Lent when many Christians fast as they look forward to Easter.

The Harvest Moon and the Hunter's Moon are the names given to the moon in the Autumn. What season would we see the Flower and Strawberry Moon? What season would we see the Lenten Moon? In what season is the moon called the Long Night Moon? Autumn is the time when the nights' start to draw in, the temperature starts to drop and the leaves change colour. Some people like this time of year whilst others are already starting to look forward to Spring. The names of the moon are a reminder of the changing seasons and the differences between them. They can help to remind us of how important nature is in our lives, not only in what we eat, but also in how we feel.

Time to reflect (Class activity)

- What is your favourite season? Why?
- How do the different names of the moon make you feel? Why?
- What do you think about this time of year?

Reflection (Prayer)

(Dear God)

We think about nature and the way we as humans are affected by the world around us. We are especially thankful at this time of year for a good harvest of food and we are grateful to those who work hard to ensure that we all have enough food to eat. 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)*



5.4 Moonlight

All around the world, food harvests are celebrated with many different types of festivals. One harvest festival celebrated in India is called Sharad Purnima. It takes place during the September or early October full moon. Stories of Lord Krishna are retold and the goddess Lakshmi is worshipped. Both Lord Krishna and Lakshmi are very important gods in Hinduism. On this particular night the moonlight is believed to be very important. The moonlight can bring peace and calm to those who ask for it. It is thought that Lakshmi goes around and blesses people that she finds awake, some play games all night just to make sure they don't fall asleep. Different rituals are celebrated across India, some focus on the importance of the moonlight. For example, a special mixture of fresh rice and milk may be left out to be blessed by the moonlight. Many couples spend time in the moonlight believing it will make their relationship better.

The Sharad Purnima festival reminds people to be thankful for the blessing of a good harvest and for the blessings in other areas of their lives like their relationships and finances. Harvest is a time to be thankful for our food but the Sharad Purnima festival reminds us to be thankful for more than just our food, we can also be thankful for our friends and families, we can even be thankful for fun and the good times we share as a community.

Time to reflect

- What are you thankful for?
- What could you be more thankful for?
- What could we do to remind ourselves to be more thankful?

Reflection (Prayer)

(Dear God)

We think about nature and the way we as humans are affected by the world around us. We are especially thankful at this time of year for a good harvest of food and we are grateful to those who work hard to ensure that we all have enough food to eat. Help us to be thankful for the other blessings in our lives, for our families, for our friends and for the fun we share. *(Amen)*



5.5 What's In A Name

Preparation

The aim of this thought for the day is to allow pupils to think about the different emotions they may feel at different times in their lives. Use yourself as the example. The Bible passage quoted is used to emphasise that everyone goes through similar experiences, both good and bad. You may want to omit the part about death and war, or on the other hand you may want to use it as a reassurance that pupils don't experience these on their own, please use your knowledge of the children and your discretion.

This week we have explored different names given to the moon at different times of the year. Can you remember the names of the moon and the month or season in which we would see them?

Like the moon we might give ourselves different names at different times depending on what we have done or how we are feeling. When I was young and started a new school I was a 'slightly nervous **Mr/Mrs/Miss (Your Surname)**'.

Use examples for some or all of the following for:

A happy **Mr/Mrs/Miss (Your Surname)**.
A proud **Mr/Mrs/Miss (Your Surname)**.
A sad **Mr/Mrs/Miss (Your Surname)**.
An excited **Mr/Mrs/Miss (Your Surname)**.
A disappointed **Mr/Mrs/Miss (Your Surname)**.
A hopeful **Mr/Mrs/Miss (Your Surname)**.
A scared **Mr/Mrs/Miss (Your Surname)**.

Feeling different emotions and going through different experiences is very normal, there is a very famous passage of the Bible that reminds us that everyone goes through these different times.

Ecclesiastes 3:1-8 (NIV)
There is a time for everything, and a season for every activity under the heavens:
a time to be born and a time to die,
a time to plant and a time to uproot,
a time to kill and a time to heal,



a time to tear down and a time to build,
a time to weep and a time to laugh,
a time to mourn and a time to dance,
a time to scatter stones and a time to gather them,
a time to embrace and a time to refrain from embracing,
a time to search and a time to give up,
a time to keep and a time to throw away,
a time to tear and a time to mend,
a time to be silent and a time to speak,
a time to love and a time to hate,
a time for war and a time for peace.

The Bible passage reminds us that we all experience times, some that are good and some that are not so good.

Time to reflect

Can pupils give examples of when they were:

- Happy
- Proud
- Sad
- Excited
- Disappointed
- Hopeful
- Scared

- How does it make you feel knowing that others have gone through what you have gone through? E.g. nearly everyone is nervous when starting a new school.
- What advice could you give to people going through difficult times?
- Should we still strive for the good even though we know we all sometimes experience the bad?

Reflection (Prayer)

(Dear God)

This week we have thought about the different names for the moon. Those names were used at different times, in different months and in different seasons. This morning we have reflected on the differences in our own lives, our different emotions and experiences. We know that many of us have experienced similar things and felt similar emotions. Although we know that we all experience bad times, may we all strive for the good in our own lives and the lives of others. *(Amen)*



6.1 Hannah the Harvest Mouse

Preparation

Show or project an image of a Harvest Mouse in a field of wheat.



This week we will be thinking about the process needed to prepare, sow and harvest wheat, but first, we will hear a short story about the smallest of all mice, the harvest mouse. The harvest mouse is the tiniest of all mice, just 5 to 7 centimetres long and weighing up to just 8 grams, less than a 2 pence coin. The harvest mouse has a blunt nose, short rounded hairy ears and golden-brown fur. The tail has no fur on it and is nearly as long as its body. The harvest mouse winds its tail around the wheat stalks, helping it to quickly climb the tall stems to find the seeds at the top.

Hannah, the Harvest Mouse and Farmer Goody

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

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

Hannah the teeny tiny harvest mouse was due to have babies herself. Hannah became busy building the family nest. Hannah's nest was the size of a tennis ball. She collected leaves and split them lengthways, weaving the thin strips with her front paws to make the outside of the nest. She chewed up some dead leaves and put them inside. After two busy days the nest was complete. She went collecting seeds to store for when she would be ready to give birth to her babies. Flocks of crows kept coming and eating the wheat and pinching Hannah's store of seeds. One morning farmer Goody came by to say hello to Hannah. Hannah said to Farmer Goody, "look, the birds are eating the wheat in my seed store, I need my store because I am soon to have my babies".

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

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

During the month of September the wheat in the fields will ripen, ready to be harvested. When the weather has been good long enough for the wheat to be dry, and often when the moon is high and bright in the sky, the farmer will harvest the wheat and crops like barley and rye from the fields. The harvest moon is a bright full moon that appears in September or October. The name 'harvest moon' comes from a time before electric lights and tractors when farmers and the towns folk would work long into the evening harvesting their grains in the light given by the full moon.

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

Time to reflect

- Which is the smallest of all mice?
- Should we be thankful for the sun, rain and seasons? Why?
- Why do you think people are thankful for food?
- How can you show someone care and concern?

Reflection (Prayer)

(Dear God)

We are grateful for those involved in planting, growing and harvesting our food. Help us appreciate where our food comes from and the effort it takes to go from field to fork. May we remember those who don't have enough food so that we can do what we can to help those who are hungry. *(Amen)*

6.2 Plough, Sow and Harvest

Yesterday we heard about Hannah the Harvest Mouse. This morning we are going to think about the process farmers go through to prepare for a wheat harvest. There is a hymn that is sung in many church Harvest Festival services that start with the words:

'We plough the fields and scatter, the good seed on the land.
And it is fed and watered by Gods almighty hand'.

Ploughing is where it all starts. The way a farmer ploughs a field has changed over the last hundred years in the UK. What was once done by horses, or in some countries by oxen, is now done by a tractor. A plough is a machine that has large curved blades that dig deep into hard mud, turning over the earth. It breaks the hard earth loosening it into soft soil ready for the seeds to be planted. The farmer will often plough in straight lines, creating furrows or trenches in which the seeds will be planted.

Next the farmer plants the wheat seeds. What was once done by hand is now done by a machine called a seed drill attached to a tractor. The seed drill sows the seeds into the ground, deep enough so that they can't be eaten by birds. With the warmth of the sun, water from the rain and nourishment from the farmer the seeds grow. The wheat will grow about 60 cm tall and will turn from green into a light brown straw colour. At the top of each stalk is what is called an 'ear' which can hold up to 50 grains of wheat.

Now the wheat is ready to be harvested. Harvesting would once have been done by hand with lots of people cutting the stalks and collecting the wheat ready for making it into flour. Today farmers will use a combine harvester. The combine harvester will have rotating blades, wheels, sieves and elevators which cut the stalks a few inches from the ground. It will separate the grain and pour it into a cart pulled by a tractor. The stalks go back onto the field, ready for collecting later to be made into straw bales. The straw can be used as bedding for horses and other animals. The grains of wheat are taken to be ground into flour and enough grains are kept by the farmer to plant as seeds for the next field of wheat. Whew! It's a long process.

Time to reflect

- What will you eat that contains wheat? (breakfast cereals, bread, pasta)
- What 'processes' did the farmer go through? (Ploughing, planning and harvesting)
- Think about the amount of time and energy a farmer uses to grow wheat.

Reflection (Prayer)

(Dear God)

We are grateful for those involved in planting, growing and harvesting our food. Help us appreciate where our food comes from and the effort it takes to go from field to fork. May we remember those who don't have enough food so that we can do what we can to help those who are hungry. *(Amen)*

6.3 Plough, Sow and Harvest (By Hand)

Preparation

You may want to show the different gardening tools on a computer screen… Gardening fork, spade (not a shovel), gardening rake.

Yesterday we heard about how a farmer ploughs, plants and harvests wheat. Today we are going to hear from a person who grows her own wheat and turns it into flour.

Jane

'Hello, I'm Jane and I have a large garden in which I enjoy growing wheat. First, I dig the earth over with a gardening fork and spade to loosen the soil. I then move a gardening rake back and forward over the soil until it is fine. I then sort of bounce the rake up and down on the earth. It makes a lot of little holes. I throw the seed over the soil. A lot of the seeds fall into the holes I made with the rake. Using the back of the rake, I gently spread some soil over the holes to cover the seeds. I then water it. I continue to water them and after a week or two the seeds grow into green shoots. After 7 or 8 months, after a lot of watering and sunshine, the shoots will have grown into long stalks with ripe ears that turn from green to a light brown straw colour. Ears are the part of the plant that contains the wheat grains. I then use a scythe to cut down the wheat stalks. A scythe is a long, curved blade on the end of a long wooden handle. I collect the wheat into bundles and tie a length of stalk around each bundle making it into a sheaf. But I haven't finished yet.

We will hear what Jane does after she collects the sheaves together tomorrow. The tools may have changed but communities all over the world have been ploughing, sowing and harvesting crops for thousands of years. Harvest festivals are common around the world and they go back thousands of years too. Rules for a Jewish harvest festival called Sukkot were written down over three thousand years ago in the Jewish holy book called the Tenakh.

Time to reflect

- If people plough, sow and reap the harvest, what should we be thankful for?
  - That people are prepared to work hard to grow our food.
  - That the weather has been kind enough to enable the food to grow.
  - That the harvest has been successful and hasn't been ruined by war, pests, floods etc…
  - That we have/or others have the health to plough, sow and harvest the crops.

Reflection (Prayer)

(Dear God)

We are grateful for those involved in planting, growing and harvesting our food. Help us appreciate where our food comes from and the effort it takes to go from field to fork. May we remember those who don't have enough food so that we can do what we can to help those who are hungry. *(Amen)*

6.4 Threshing and Winnowing

Can anyone remember the process Jane used yesterday to grow her wheat? This morning we are going to hear about how she is able to benefit from the wheat grains.

When I have collected all the wheat sheaves, I then thresh the wheat. Threshing involves hitting the sheaves on the ground so that the grains fall off the stalks. The grains fall off the stalks but so does the case that used to cover the grain called the husk. I collect all the grains and the husks together and then separate the wheat grains from the husk, or what we often call the 'chaff'. I do this with a process that is called winnowing. When it's windy, I gently pour the wheat into a bucket. The grains of wheat are heavier than the chaff so the grains fall into the bucket while the chaff blows away in the wind. If it isn't windy I can use an electric fan. Some people throw the wheat into the air so that the wind blows the chaff away and the grains fall back to the ground.

The grains can be ground between large stones to make flour. I have a grinding machine in which I put grains in and flour comes out. One tiny seed of wheat can grow many grains, up to 50 grains on each ear. I enjoy making delicious bread, cakes and scones from the wheat I have grown.

Threshing and winnowing have taken place for thousands of years. Before modern farming machinery it used to take a lot of people to plant fields of seeds, to harvest, thresh and winnow the grain. Whole communities would join in the planting, cutting, threshing and winnowing of the wheat.

Time to reflect

- Are you involved in planting, growing or collecting a harvest?
- Do you think you would have been involved 100 years ago?
- Would someone who is involved in planting, growing or collecting the harvest appreciate the grains more than someone who isn't involved in the process?

Reflection (Prayer)

(Dear God)

We are grateful for those involved in planting, growing and harvesting our food. Help us appreciate where our food comes from and the effort it takes to go from field to fork. May we remember those who don't have enough food so that we can do what we can to help those who are hungry. *(Amen)*

6.5 You Reap What You Sow

Whether you're a farmer with a large tractor, seed drill and combine harvester or a gardener that grows your own wheat by hand, the process of preparation, sowing, growing and reaping is the same. Both prepare the ground before the seed is sown. Both sow the seed and watch it grow before benefiting from the harvest. There are many different types of crops, can you think of any? (Wheat, corn, rye and barley to name but a few.) If a farmer sows wheat grains what crop will they grow? If a farmer sows corn what will they grow?

The word 'reap' is a similar word to the verb harvesting. Have you heard the saying, 'you reap what you sow'? What do you think it means? You get out what you put in or in other words, something that you do now will affect what happens in the future. We have been thinking about sowing and reaping grains, but can we apply what we have thought about sowing and reaping in our actions at school? If we sow kindness into our friendships it is very likely that we will have better friendships. If we sow effort into a project at schools it is very likely that we will produce a better project. If we sow practise into a sport that we play, we will become better at that sport.

Time to reflect

- What would you need to sow to do well at…
  - a school project?
  - playing an instrument?
  - writing a story?
  - playing a sport?
  - being a good friend?

Reflection (Prayer)

(Dear God)

We are grateful for those involved in planting, growing and harvesting our food. Help us appreciate where our food comes from and the effort it takes to go from field to fork. May we remember those who don't have enough food so that we can do what we can to help those who are hungry. Help us also to remember that what we sow now we will reap in the future. *(Amen)*



7.1 Sustainable Development

Preparation

Prepare 8 pupils to read out one of the eight attitudes at the appropriate time. Print and give each pupil the section they will need to read.



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

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

Ask pupils to read the following statements:*

Owner: "No one should be telling me how I should treat planet Earth! This bit's mine anyway! If other people want to look after the bit they are on, or they own, then so be it, but as for the bit I'm on, I'll treat it any way I want."

Money: "My economy is based on oil. If we stop finding it, refining it and selling it then my country will not have the money to support its people, then we will starve and struggle. I understand the arguments about the environment, but what's the point of protecting a future if we can't survive now."

Home: "At the moment this planet is the only one we've got. If we don't look after it or fix the problems when they start, then we are going to find that not only do we ruin the planet, but we also lose our home."

Dependent on: "We need the resources that are created or found on this planet. Without them, humanity will not survive. Clean water, an abundant food supply and a climate that is just right for our needs are so important. If we ruin that, the earth will live on, but many humans might not!"

Alive: "The Earth sorts out her problems eventually, we've got to be careful we don't make her angry. Otherwise, she might use these storms and natural disasters to teach us a lesson. I just hope we're listening and make the right choices."

Managers: "God has given us an important role on planet Earth, with our intellect we can either help or ruin the Earth. We need to manage the resources on the planet to feed everyone fairly. The earth is here to ensure that we all have what we need."

Conquerors: "We may not be the strongest, but God made us the cleverest, and we are at the top of the food chain. We should use the resources when we find them. This earth is here to ensure that we have all we want. We've found solutions to all our problems in the past, of course we'll find solutions in the future."

Equal partners: "We are just another creature on planet Earth. As eagles don't own the sky, humans can't own the Earth. We are part of the circle of life and as such must accept our position as equals."

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

Time to reflect

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

Reflection (Prayer)

(Dear God)

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

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



7.2 Homeowner

Read the following and discuss the reflection question.

Owner: "No one should be telling me how I should treat planet Earth! This bit's mine anyway! If other people want to look after the bit they are on, or they own, then so be it, but as for the bit I'm on, I'll treat it any way I want."

Home: "At the moment this planet is the only one we've got. If we don't look after it or fix the problems when they start, then we are going to find that not only do we ruin the planet, but we also lose our home."

Time to reflect

- How will these beliefs affect a person's attitude towards sustainable development?

Reflection (Prayer)

(Dear God)

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



7.3 It's Now Or Never

Read the following and discuss the reflection question.

Money: "My economy is based on oil. If we stop finding it, refining it and selling it then my country will not have the money to support its people, then we will starve and struggle. I understand the arguments about the environment, but what's the point of protecting a future if we can't survive now."

Dependent on: "We need the resources that are created or found on this planet. Without them, humanity will not survive. Clean water, an abundant food supply and a climate that is just right for our needs are so important. If we ruin that, the earth will live on, but many humans might not!"

Time to reflect

- How will these beliefs affect a person's attitude towards sustainable development?

Reflection (Prayer)

(Dear God)

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



7.4 Command And Conquer

Read the following and discuss the reflection question.

Managers: "God has given us an important role on planet Earth, with our intellect we can either help or ruin the Earth. We need to manage the resources on the planet to feed everyone fairly. The earth is here to ensure that we all have what we need."

Conquerors: "We may not be the strongest, but God made us the cleverest, and we are at the top of the food chain. We should use the resources when we find them. This earth is here to ensure that we have all we want. We've found solutions to all our problems in the past, of course we'll find solutions in the future."

Time to reflect

- How will these beliefs affect a person's attitude towards sustainable development?

Reflection (Prayer)

(Dear God)

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



7.5 It's Alive

Read the following and discuss the reflection question.

Equal partners: "We are just another creature on planet earth. As eagles don't own the sky, humans can't own the earth. We are part of the circle of life and as such must accept our position as equals."

Alive: "The Earth sorts out her problems eventually, we've got to be careful we don't make her angry. Otherwise, she might use these storms and natural disasters to teach us a lesson. I just hope we're listening and make the right choices."

This week we have looked at a range of attitudes about our relationship with planet Earth. The attitudes we have will affect our actions and our choices. Do we need to change our attitude before we can help to change the world?

Time to reflect

- How will these beliefs affect a person's attitude towards sustainable development?

Reflection (Prayer)

(Dear God)

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



8.1 The Air We Breathe

Preparation

Search and display an image of an inhaler.



Have you ever thought about the air you breathe? You cannot see it, you cannot touch it, you cannot smell it and you cannot taste it, but without it nothing would live. Think about how you breathe in and out. Take a deep breath. Inhale, now breathe out, exhale. Can you breathe if you close your mouth and squeeze your nose? When you inhale, oxygen in the air travels through your lungs into tiny air sacs called alveoli. The alveoli in your lungs are covered with tiny blood vessels called capillaries. The oxygen you breathe in is transferred to your blood through the capillaries. All of your body's cells need oxygen, which means every bit of you benefits from the air we breathe. The capillaries in the lungs pick up oxygen and the heart pumps the blood with the oxygen to the rest of the body. When you exercise, your body's cells need even more oxygen. That's why your heart beats faster when you exercise and you breathe faster to provide more oxygen to your lungs and on to yout body's cells. Your blood and lungs also help to get rid of waste products your body doesn't need, such as carbon dioxide. The capillaries bring the carbon dioxide to the alveoli in the lungs, where they are pushed out when you exhale.

The amount of times you breathe depends on your age. Babies need to breathe between 30-60 times a minute and toddlers might need to breathe 16-20 times a minute. Older children and adults, when resting, usually breathe about 12-20 times per minute. How many times do you think you breathe air in and out during a day? A lot, is the right answer. On average, we may take between 17,000 – 30,000 breaths per day. When we exercise, like running, walking and even taking the dinner dishes to the sink or dishwasher, we need more oxygen for our muscles and organs, therefore we breathe quicker. On days that include lots of exercise we can even breathe up to 50,000 times a day. We breathe a lot more than we eat, yet we probably never think about breathing in the same way as we think about food and drink. Perhaps that's because we can't taste, smell, see or touch the air we breathe. The speed at which we breathe changes to make sure that we have enough oxygen in our blood for whatever activity we're doing. Doctors sometimes measure the level of oxygen in our blood (called the blood oxygen level) to make sure your lungs are working properly.

For most of us, we probably don't spend too much time thinking about our breathing, but that is not true for everyone. Asthma is a condition that affects the breathing of 1 in 11 people in the UK. 5.4 million people have asthma, 4.3 million are adults and 1.1 million are children.* Asthma can affect our airways making it difficult to breathe. For some that suffer from asthma, the muscles around their airways tighten, for others their airways become swollen and for others sticky

phlegm can build up in the airways. This morning we are going to hear an account from a girl called Natalie on what it might be like to live with Asthma.

Natalie

"Hi, I'm Natalie. I am nine and I have Asthma, which means I sometimes have difficulty in breathing, especially early in the morning and at night. I have to take medicine every day. The doctors tell me that they know it is asthma as the walls of my airways become sore and swollen. Sometimes, my chest feels very tight, I feel like I need to cough and start wheezing. When my breathing gets very difficult it is scary. Last month I had an Asthma attack. I just could not seem to breathe, I felt as if my lungs were closing up and I got very scared. I was playing with my friend Josie when it happened and suddenly I couldn't speak. Josie quickly told our teacher, Mrs Davies. Mrs Davies rang 999 and very quickly an ambulance arrived. In the ambulance I was put on a bed and a mask providing oxygen and medicine to help open my lungs was put over my nose and mouth. It helped a bit but I was still struggling hard to breathe in and out. The ambulance took me to hospital where I was still struggling to breathe. The nurses told me the thick mucus in my airways was stopping the oxygen and medicine get to my lungs. I was very scared as I felt that I just couldn't breathe at all by now. A needle was put in my arm and medicines put into my veins that would relax my airways, opening them enough for air and oxygen to get to my lungs. I was very relieved. I was in hospital for a few days. I have an inhaler with me all the time now which I am to use when I feel like I can't breathe again, but I have been told if ever the inhaler doesn't help my breathing I must go back to the hospital for treatment immediately."

Asthma will not affect everyone like it affects Natalie. It will depend on how bad the swollen airways, phlegm or the tightening of the muscles in the airways are. If you have Asthma it is important to listen to what the doctor says. You could let your friends know what having Asthma feels like. You could let them know what signs to look out for just in case you did have an Asthma attack. If you know someone with Asthma and see them struggling to talk, or struggling to catch their breath, it is important to try and stay calm and get a teacher.

There are other diseases that affect the airways. Emphysema and COPD are diseases that can affect a person's ability to breath easily. Lung diseases are caused by lots of different things like allergies, pollen, cigarettes, cigarette smoke, air pollution, cold air, changes in the weather, infections, flu, and the common cold. We have suggested that many of us can take the air around us for granted. Thinking about those to whom breathing can be a problem can help us to be thankful for something that we can't see, feel, taste or smell and yet is so important to all of our lives.

Time to reflect

- Do you take air for granted?
- Have you or anyone you know ever had breathing difficulties?
- Would you know what to do if you saw someone suffering from the effects of Asthma?

Reflection (Prayer)

(Dear God)

We are thankful for the air we breathe, help us not to take it for granted. Today we think of those who suffer from conditions that affect their ability to breathe. Help us to know what to do if we see someone suffering from the effects of these conditions. *(Amen)*

**Statistics from www.asthma.org.uk (Data from 2016-17)*

8.2 What Is Air?

Preparation

See text in bold

It is strange to think that even though we can't see, touch, taste or smell the air we breathe, it actually takes up space and has weight. Have you ever blown up a balloon? At first the balloon is small, flat and deflated. However, when you blow air into the balloon, it grows in size and is heavier than it was before you blew it up. ***You can test this by weighing an empty balloon on a set of electric kitchen scales; the scales need to show grams. Then blow the balloon up and weigh it again. It will be one or two grams heavier. You could ask the pupils whether an empty balloon or the slightly heavier filled balloon will fall to the ground first if you let them go at the same time from the same height.***

Can you remember what we thought about yesterday? Natalie's asthma attack was quite scary. Yesterday we heard why we need the oxygen in the air we breathe, we also heard that there are many people who can have difficulty breathing that air. As many as 1 in 5 people in the UK have lung diseases* that make it difficult for them to breath. Breathing air is vital for our life. What other things can you think of that need air to exist? Yes, all living things; plants, trees, animals, insects and even fish need oxygen, which is in the air (or water).

What is air? To breathe, our lungs need oxygen, but is air just oxygen? Air is made up of a mixture of different gases, 21% is oxygen, 78% nitrogen and 1% other gases. We heard that we breathe in oxygen and breathe out carbon dioxide. Trees are vital to the quality of the air. Although trees technically don't breathe they take in carbon dioxide and give out oxygen. We breathe about seven or eight tree's worth of oxygen each year. Therefore, we help the trees and the trees help us.

Our lungs are precious and the air we breathe can affect our physical and emotional well-being. The term 'air pollution' is used to describe harmful gases in the air as well as oxygen and nitrogen. Air pollution can cause headaches and sore eyes. Pollution can affect our brain's ability to develop and work properly. Some scientists are looking into the effect pollution has on our abilities to learn. Air pollution damages the environment including trees, lakes and buildings. Lung diseases and other breathing problems increase when there is more pollution in the air. Most of the lung diseases humans suffer from are a result of human activity – we will explore this further during the rest of this week.

Time to reflect

- Why do trees help us breathe?
- How can pollution affect our physical wellbeing?
- How can pollution affect our emotional wellbeing?

Reflection (Prayer)

(Dear God)

We are thankful for the air we breathe, help us not to take it for granted. This week we think of those who suffer from conditions that affect their ability to breathe. Help us to do what we can to protect the quality of the air around us. *(Amen)*

**The British Lung Foundation*

8.3 Air Pollution

This week we have learned that air is vital to all living things and we have learned that air is made up of oxygen, nitrogen and other gases. Today we are going to think about air pollution and the problems that air pollution can cause. We know that air is made up of different gases, sometimes harmful gases can be added causing the air to become polluted. Air pollution can harm the animals and plants that breathe the air. Air pollution can also harm things that can't breathe like buildings, lakes and rivers.

We as humans have been increasing the amount of air pollution we create for about the last 300 years. A common cause of air pollution is too much carbon dioxide in the air. Can you think of things that can contaminate our air? The smoke from forest fires, volcanos, vehicle exhausts, factories and firewood can all pollute the air that we breathe. The more the smoke mixes with the air the more pollution we begin to breathe. Areas with greater air pollution can mean that people are more likely to suffer from breathing difficulties. The pollution in the air can also mix with rain. The pollution in the rain can harm buildings. Even marble which is a very hard stone, on buildings like the Taj Mahal is being damaged by this type of pollution.

The Air Quality Index (AQI) is a way of measuring and comparing how much pollution there is in the air. The AQI is different in different countries. Why do you think that is? Countries with less vehicles and factories have better air quality than those that have more vehicles and factories. For most of the people in the world it would be hard or even impossible to live without cars or factories, but it is amazing to think that there are still tribes of people in the world today that have never seen a car or heard of a factory.

Time to reflect

- Have you been affected by air pollution?
- What can we do about it?

Reflection (Prayer)

(Dear God)

We are thankful for the air we breathe, help us not to take it for granted. This week we think of those who suffer from conditions that affect their ability to breathe. Help us to think about the consequences of our actions and do what we can to protect the quality of the air around us. *(Amen)*



8.4 Effects Of Smoking

Can you give me some examples of some things that pollute the air we breathe? E.g. cars, motorcycles, lorries and factories. Today we are going to think about the damage that smoking cigarettes can do. Smoking not only pollutes the air, it also damages our lungs.

On Monday, we heard from Natalie who had suffered from an asthma attack. The cause of Asthma is unknown and is more common in children. It is difficult to prevent a person from having Asthma, but it can be treated and managed with inhalers. Some lung diseases are preventable. COPD or Chronic obstructive pulmonary disease including Emphysema are diseases that also make it difficult for a person to breathe. It is thought that 1.2 million people are living with COPD and is the second most common lung disease in the UK. The first is Asthma.

For many people with COPD, smoking is the main cause. We said that it is difficult to prevent a person from having Asthma, but many people could avoid COPD by simply not smoking. Our bodies are not designed to cope with air pollution, smoking directs that air pollution straight into our lungs. Many, many years ago people did not know the effects of smoking but now we know the damage smoking causes to our lungs and the rest of our bodies.

Smoking reduces the amount of oxygen that the lungs pass into the blood. This means that the heart has to work harder to pump enough oxygen to the parts of the body that needs it. Smokers will find it harder to exercise as their bodies will have to work harder to get the same amount of oxygen.

As the damage to the lungs increase the less oxygen we get and the more out of breath a person will feel.

Smoking is very addictive which means that once someone starts smoking cigarettes they feel the need to smoke more and when they decide not to smoke anymore they find they cannot stop smoking. You may find that when you get older someone may try to tempt or get you to smoke a cigarette, or maybe you have already been offered a cigarette. It is always important to remember the damage that smoking will do to your lungs and therefore say no. Imagine yourself as an adult with problems like COPD or lung cancer caused by smoking. If as an adult you could give the young you some advice, what would it be?

Time to reflect

- Which parts of your body are affected by cigarette smoke?
- What can you do now to make sure you don't smoke in the future?

Reflection (Prayer)

(Dear God)

We are thankful for the air we breathe, help us not to take it for granted. This week we think of those who suffer from conditions that affect their ability to breathe. Help us to think about the consequences of our actions and do what we can to protect the quality of the air around us. *(Amen)*



8.5 Helping The Air Quality

What have we thought about this week? We need air to breathe to get the oxygen our bodies need. We know that trees produce oxygen that we need in the air. What do we use the wood from trees for? We use the wood from trees to make paper, furniture, buildings, heat energy from burning it. We heard the phrase, taking it for granted. Many of us rarely think about the very thing that keeps us alive. Breathing is so important, but because it is taken for granted, we probably don't think about the negative consequences our actions are having on our breathing.

If we know the causes of air pollution, we can start to do something about it. Can we list the causes of air pollution?

- Industry and manufacturing – factories and power plants that make the things and electricity that we use.
- Burning of fossil fuels – for example petrol in cars and gas in homes.
- House and farming chemicals – like paints and cleaning products.

Time to reflect

What can we do to protect our air quality?

- We can use buses and trains instead of cars, as they can carry a lot more people in one journey.
- Walking or cycling whenever you can.
- If you do come to school in a car you share a lift with a friend that lives close by.
- Most of the energy in the form of electricity in our home and school has been made by burning fossil fuels so we can use less energy like turning the lights off. (In 2016, just over 75% of our energy came from non-renewable sources. *)
- Recycling used materials uses less energy than making new ones.

Reflection (Prayer)

(Dear God)

We are thankful for the air we breathe, help us not to take it for granted. This week we think of those who suffer from conditions that affect their ability to breathe. Help us to think about the consequences of our actions and do what we can to protect the quality of the air around us. *(Amen)*

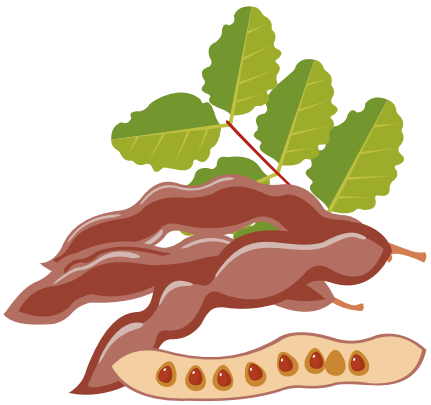
**gov.uk: National Statistics – Renewable Trends*



9.1 Cost The Earth

Preparation

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



CAROB

This week we are going to be thinking about sustainable development. Sustainable development is an important term that is used when talking and thinking about the issues concerning our attitude towards the environment. Sustainable development means that as we continue to live on this planet, we don't damage it in the process. As we live and develop our society sustainably we can also think about how our choices effect people in other countries.

The word 'sustainable' means 'to be able to keep going'. One definition of development includes the term 'to grow'. Sustainable development involves us thinking about the stuff that we need to help us now and thinking about the effect it will have on our future or the future of other people. Have you ever heard the phrase 'it cost the Earth'? It usually refers to something that was really expensive but we can use the phrase to think sustainably. When thinking about our actions we can ask the question, 'what is the cost to the earth?' To think sustainably we can think about what has happened in the past, think about what is happening now in the present and think about what will happen in the future. We can ask a few questions about most of the items that we use at home or in school.

The Past

Where did this item come from? Who made it? Why did they make it? Was it made from sustainable materials? Did the person who made it get paid a fair price for their work? We may not know the answer to many of these questions, but the information is becoming increasingly available on the internet. Do you think that we should make choices about what we buy now based on the answers to these questions? Why?

The Future

What will happen to this item in one week? One month? One year? One decade? One hundred years? Is it sustainable? Can I or someone else reuse it? Can I recycle it? Can I compost it?

The Present

Do I want this item? Do I need this item? What changes to this item could make it more sustainable? Can the packaging for this item be reduced? By thinking about the past and future of an item, it may help us to think about our need for it now. If I need it but it can't be recycled or if the person that made it was not paid very much then I can research another similar item that is sustainable.

Use the items suggested and ask questions about their past, future and present.

There is an old Jewish tale that can help us to think about the benefits of thinking sustainably. One hot sunny day, a Rabbi was enjoying a walk. He came across an old man planting a carob tree. It looked like back breaking work on such a hot day and the Rabbi was impressed if not a little surprised. "How many years will it take for the tree to bear fruit?" asked the Rabbi.

"It will take many years," the old man replied as he began watering the newly planted seed.

The Rabbi thought and continued, "Are you so healthy that you expect to live many more years and eat its fruit?"

The man replied, "I found a fruitful world because my ancestors planted it for me. I am planting for my grandchildren."

What is the meaning of this story? The old man in the story thought about the past, the present and the future. What was the old man doing (in the present)? What had happened in the past that made the old man plant the tree? What is going to happen in the future?

Carob trees have been grown for over 4000 years. The carob tree produces brown pods that contain beans similar to coco beans. Throughout its history, the carob pods and beans have been used to make a range of useful things like a healthier form of chocolate and medicine that is good for sore throats. Carob seeds were even used to weigh gold, its where the term 'carat' gold comes from. In the story, the old man was not only ensuring that his grandchildren had something to eat, but it was something that they would enjoy as well. When it comes to sustainable development, if we all think about where things that we buy come from, what we are going to do with them and ultimately what will happen to them in the future, then we can all make choices that will help everybody enjoy their time on planet earth.

Time to reflect

- How would you explain sustainable development to some who didn't know what it means?
- Can you think about what will happen to the items that you use today?
- If we don't think sustainably what could happen? Will it cost the Earth?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. Help us to make choices that will help everyone to benefit from what the world has to offer in a way that doesn't cost the Earth. *(Amen)*



9.2 Give A Man A Fish

Can anyone remember the theme of yesterday's assembly? Can anyone recount the story of the carob tree? What lessons can we learn from the story of the carob tree?

The old man in the story was thinking of his grandchildren and did something that would help them for years to come. The carob tree grows slowly. It takes about six to seven years before it will start producing its fruit but it will then produce fruit for the next seventy to eighty years. Sustainable means 'to be able to keep going'. The old man realised that his ancestors had planted a sustainable source of food for him years before. He planted the carob tree to make sure that his grandchildren had a sustainable source of food.

What would you prefer, your grandad giving you one carob-based treat or growing you a carob tree so that you can pick and make your own as often as you want? What are the benefits to getting the carob-based treat? What are the benefits of having the tree? There is a saying, 'Give a man a fish and he'll eat for a day, teach him how to fish and you feed him for a life time.' What do you think is the meaning of the saying?

There are many types of charities that all work to support and help people from countries around the world in different ways. During a famine, some charities help people by transporting food and water to those who need it. Once the famine is over, people may need help to begin growing their food again. Other charities may provide seeds and animals like goats so that the people can begin to grow and create their own food.

Time to reflect

- What would happen if charities didn't help people to produce their own food after a famine?
- How can charities help people to help themselves?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. Help us to make choices that will help everyone to benefit from what the world has to offer in a way that doesn't cost the Earth. *(Amen)*



9.3 Sustainable Liberty

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 to 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 actions damage the environment or stop 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 that make the clothes at every stage of production. The fair wage will allow adults to meet their basic 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. In Monday's assembly, we were encouraged to think about the past, the present and the future of the items that we use regularly. By thinking about who makes our clothes, we can make choices to help more families meet their basic needs (search 'Fairwear foundation' on the internet).

Time to reflect

- What choices can we make to help other people, even if they live in other countries?
- What choices can we make that won't cost the earth?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. Help us to make choices that will help everyone to benefit from what the world has to offer in a way that doesn't cost the Earth. *(Amen)*

9.4 Sustainable Rules

Can anyone remember what we discussed yesterday? We thought about the people that are involved in making clothes. The choices that we make can help people around the world to earn enough money to meet their basic needs (the opposite is also true). Today we are going to think about what governments can do to help protect us and 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.

Yesterday we thought about the choices that we can make that affect the lives of people living in other countries. Today we have thought about an example of when a government (and parliament) has made a choice that helps to protect everybody.

Time to reflect

- Discuss laws that the government has made or could make to help protect the environment, our health or to ensure that peoples basic needs are met?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. Help us to make choices that will help everyone to benefit from what the world has to offer in a way that doesn't cost the Earth. *(Amen)*

9.5 Assisi Declarations

Can anyone remember yesterday's thought for the day? What laws protect our health and environment? Can anyone think of actions that humans are doing that may cost the Earth or stop other people from being able to meet their basic needs? (Here are a few.)

- Making children and adults work to make clothes and grow our food and not paying them fairly.
- Littering – especially plastic.
- Cutting down large amounts of forest and moving the people who lived in them.
- Pollution – from leaded cars etc....
- 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.
- Raising the temperature of the atmosphere.

Mankind has been on the Earth for a long time. For most of that time, the actions of humans haven't caused problems that cost 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.

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'.

Time to reflect

- Discuss your own 'Assisi declaration'. How can you help to save the natural world?

Reflection (Prayer)

(Dear God)

We are thankful that the earth has enough resources to feed, water and shelter everybody. Help us to make choices that will help everyone to benefit from what the world has to offer in a way that doesn't cost the Earth. *(Amen)*

10.1 Hate Something, Change Something

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



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

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

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

Do we dislike the idea of damaging our environment so much that we are prepared to do something about it? Honda suggests that hate is a great way of motivating and changing the way we act. Do you hate the litter on our streets or the mountains of food that are wasted daily, or the amount of clean wasted water when so many people around the world struggle to find clean water?

After the six days of creation, the Bible describes how God created a garden for

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

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

Time to reflect

- Do you think that hate can help to motivate someone to do something good?
- What do you need to hate more to help our environment?

Reflection (Prayer)

(Dear God)

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



10.2 Don't Do Nothing, Do Something

(Read the following quote and use the reflection questions to think about what it means)

"Nobody made a greater mistake than he who did nothing because he could do only a little." (Edmund Burke 1729-1797)

Time to reflect

- Have you ever dropped litter because you thought it was only a small piece of rubbish and no one would ever notice?
- What happens if everyone in the school dropped one piece of litter?
- Have you ever thought about picking up one piece of litter?
- What would happen if everyone in the school picked up one piece of litter?
- Choosing to do something small is the beginning of something big.

Reflection (Prayer)

(Dear God)

We know that if we don't do something then nothing changes. As we think about the environment this week, may we all make small positive changes, knowing that together we can make a big difference. *(Amen)*



10.3 Small Change, Big Difference

Watch https://www.youtube.com/watch?v=87K3r6Lz8ik (or search 'close the tap'). Watch and/or discuss the meaning of the advert; the advert is explained below.

The advert states that if we leave the tap running whilst we are cleaning our teeth, we can waste up to 10 litres of water. The advert also shows us how people use water around the world for washing, drinking and cleaning food as well as cleaning teeth. All the water that comes out of our taps has had to go through a process of cleaning that takes time, money and energy. It's important that we try to make the most of the water we have rather than letting it go straight down the drain unused. A small change when cleaning our teeth can make a big difference.

Time to reflect

- How many 2-litre pop bottles could you fill with 10 litres?
- How many litres of water could be wasted if everyone in our class left the tap on when cleaning their teeth tomorrow?

Reflection (Prayer)

(Dear God)

We know that if we don't do something then nothing changes. As we think about the environment this week, may we all make small positive changes, knowing that together we can make a big difference. *(Amen)*



10.4 It Starts With Me

(Read the following quote and use the reflection questions to think about what it means)

"Be the change you want to see."

Time to reflect

- What do you think the quote is trying to say?
- Do you think you could influence others if you don't change the way you live first?
- What sort of things could you or your class do to help the environment?

– Use less water

– Walk more – to school

– Recycle

– Reuse

– Compost

– Use energy saving light bulbs

– Get mum and dad to drive less (like to the local shop)

– Get mum and dad to drive slower – it saves fuel

– If you have to go in a car, can you share lifts?

– Turn off lights when you are not in the room

– Use a reusable container for drinks rather than buying a new bottle every day

– Use reusable straws and cups rather than throw away ones

– Use rechargeable batteries

– Shower, as baths generally take almost twice as much water (depending on the type of shower and how long you are in it for)

Reflection (Prayer)

(Dear God)

We know that if we don't do something then nothing changes. As we think about the environment this week, may we all make small positive changes, knowing that together we can make a big difference. *(Amen)*



10.5 Small But Mighty

Yesterday we looked at ten or more different ways that we can help the environment. How much of a difference would one person doing one of them make? How much difference would one person doing all them make? How much difference would our class doing all of them make? What about everyone in the school?

After the six days of creation, the Bible describes how God created a garden for Adam and Eve to live in. The Bible explains that God took Adam and placed him in this perfect garden 'to work it and take care of it.' Whether you believe that story or not, humans do have the ability to care for the world like no other creature on the earth. We humans are able to make a difference, whether we share the world's resources, use them wisely or whether we take care of them badly. We all share the responsibility for the future of this planet. This week we have heard that a small change is better than no change, and small changes can add up to become big changes, big enough to help a whole planet.

Time to reflect

- What changes have you decided to do this week?
- How can they make a big difference?

Reflection (Prayer)

(Dear God)

We know that if we don't do something then nothing changes. As we think about the environment this week, may we all make small positive changes, knowing that together we can make a big difference. *(Amen)*



11.1 Weather The Weather

Preparation

Search and display images of the weather – rain, sun, snow etc

Have the following in three separate plastic bags.

1) Summer clothes – Sun glasses, sun cream and a sun hat.
2) Rainy clothes – Wellies, rain coat and an umbrella.
3) Winter clothes – Big thick coat, gloves and a woolly hat.

Possibly ask a pupil to be ready to read the part of Mrs White

Have you heard the phrase 'weathering the storm'? The phrase can be used to explain our resilience when it comes to the weather. Can anyone remind me what resilience is? Resilience is the ability to continue even though times are tough or you have failed in the past. We can't change the weather and in the UK we talk a lot about the weather, probably because we have lots of different types of weather. In the UK the snow can close schools and the rain can postpone school sports days. Rain can flood homes and the wind can bring down trees. Listen to this poem. ***As this is a tongue twister you may want to show the poem on a digital projector.***

Whether *the weather be fine,*
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather,



Whatever the weather,
Whether we like it or not.
(Author: Unknown)

How many weather conditions can you name? (e.g. sunshine, windy, rainy, snowing, tornado, hurricanes). What weather do you think of when you think of this country? How do we weather the weather in the UK? ***Ask for three volunteers. Give each volunteer a plastic bag with the clothes for the different types of weather and ask the volunteers to put on whatever is in the plastic bag.*** We often weather the weather by simply wearing the right clothing or in the case of rain or snow, staying inside where it is warm and dry. There is another saying, 'there is no such thing as bad weather, only bad clothing'.

Around the world including the UK there are many occasions where weathering the weather is not as simple as wearing the right clothes. The results of extreme weather conditions can affect the lives of people from around the world in different ways. This week we are going to hear about experiences of different people around the world as they live with the effects of the weather.

Mrs White

Hello, I'm Mrs White and I live in a town in North Yorkshire called Tadcaster. I am quite elderly and find it hard to walk. I use the aid of a walker with wheels. In the winter of 2010 we had a heavy snow fall and I was unable to get out of my house. My neighbours were very kind. Adults and children came with spades and shovels to clear the snow from my path, they had some fun as well. I saw them throwing snowballs at each other and the children built a snowman in my garden. They fetched my shopping and even made me a few hot meals. I was very grateful. A few years later in the winter of 2015 it rained so much that it caused flooding. Firemen and volunteers helped me and my neighbours get to a dry community hall where we were fed and were able to sleep until the water receded and we could go back to our homes. People can be very kind when emergencies arise, giving of their time, resources and money. The bridge connecting parts of the town either side of the River Wharfe collapsed splitting the town in two. It was repaired and reopened in February 2017.

This morning we have heard an example of how severe weather conditions can affect us in the UK. In 2016, floods in Bangladesh damaged or destroyed thousands of homes and left thousands of people homeless. The floods in Bangladesh killed over a hundred people. Flooding is caused by too much rain but many countries suffer from droughts caused by not enough rain. In 2016, millions of people across several countries in Africa were affected by drought. In northern and eastern Ethiopia, the lack of rain caused severe droughts, whilst in southern Ethiopia flooding affected hundreds of thousands of people.

The phrase 'weathering the weather' is often said to a person who might need a bit of encouragement to get through a difficult time. This morning we have heard of examples of when people need help from other people to literally weather the weather. There are many charities that help people in emergencies and disasters including those caused by extreme weather. Can you name any charities? (Oxfam, Red Cross, Save the Children, Water aid). A lot of people give up their time to help take much needed food, shelter (by way of tents) and medicines to people that lose their homes and crops all around the world.

Time to reflect

- When have you given something or done something for charity?
- Have you ever been helped or given something you need?
- How can we help other people weather the weather?

Reflection (Prayer)

(Dear God),

This morning we have heard examples of people who need help because of severe and extreme weather conditions. We all need help sometimes for all sorts of reasons. Help us to ask for help when we need it and also may we be kind enough to offer help to those that need it. *(Amen)*

11.2 Drought

Can anyone remember the theme of yesterday's assembly? Weathering the storm or weathering the weather is a saying that is often used to encourage a person to get through tough times. Yesterday we heard from Mrs White who explained how others helped her to weather the weather when floods affected the town of Tadcaster in 2015. Charities are a way that many people are helped to weather the weather. This morning we are going to hear from a boy called Rayan and how he and his family have been helped by a charity called Water Aid.

Rayan

Hello! My name is Rayan, I am 8 and I live in Tanzania. We have had very little rain for a long time so our crops have not grown and we were very short of water to drink. We were walking up to eight hours a day to collect water from marshes, ditches and hand-dug wells. We were often getting very sick and poorly from the dirty water. We were very hungry because most of our crops were not growing. A group of people from a charity called Water Aid came to our village and used big drills to dig deep into the ground. We now have 2 wells. In one well we put a bucket onto a hook that is at the end of a rope. We wind the rope down until the bucket is in the water at the bottom of the well. We then wind the rope back up so that we can get the bucket of water. The other well has a pump. We move a handle up and down and water pours from a tap into our bucket. We are now able to drink clean water and grow crops from seeds, watering them with the water from the well.

Time to reflect

- What would happen if we didn't have sun, rain and wind?
- What happens when people drink dirty water?
- How is Water Aid and other charities helping people to weather the weather?
- How can we help other people weather the weather?

Reflection (Prayer)

(Dear God)

We are thankful for the sun, wind and rain that help produce lots of food to be grown around the world and provides water for people, animals and plants. Please help us to remember there are those in other countries that have been affected by drought and need our help to provide them with water and food. *(Amen)*



11.3 Hurricanes

Preparation

Search and display a weather map – hurricane with the eye.

Can anyone tell me what a hurricane is? A hurricane is a big storm and some hurricanes are so big that one storm could cover the whole of the UK at the same time. In the middle of the hurricane is the 'eye of the storm'. The eye is usually calm and the strong winds, sometimes up to 200 miles an hour, circle around the eye making hurricanes clearly visible on satellite images. When compared with an average storm in the UK, hurricanes last a very long time and some can last over a week. For hundreds of years, names have been given to hurricanes. The Roman Catholic church remember particular saints on different days throughout the year. People living in the Caribbean Islands often named storms after the saint's day that the storm started. In 1979, meteorologists, scientists that study the weather, started naming hurricanes each beginning with a different letter of the alphabet, first starting with A then B and so on.

Jodie

Hi, I'm Jodie, I'm 10 and I am from the State of New Jersey in the United States of America. In 2012, the weather report told us that Hurricane Sandy was on its way. We were to expect a ferocious storm in the very town we lived in. We were told to prepare by leaving our homes. All the schools, shops and businesses had to close. We were scared but we were glad that we knew about the storm in time so that we could go and stay with relatives, many miles away. When the hurricane got to our state it was so strong that thousands of houses were damaged or destroyed. Trees were blown down and thousands of flights had to be cancelled. After the hurricane we went to look at our house, the windows had been smashed, the roof was damaged and there was debris all around it. We were lucky because lots of other people lost their homes. Many houses had been damaged so badly that the roofs had been blown off or walls had been destroyed. The president came to see the damage and promised to provide money to help repair the damage to all the roads, bridges and buildings. Lots of people from different charities came to help and provide food, shelter and provisions until we were able to rebuild our lives again. It was amazing to meet such lovely, helpful people that didn't even know us.

Time to reflect

- Can you remember a time of high winds and heavy rains, were you scared?
- What things do people need during and after a hurricane?
- How did other people show charity?

Reflection (Prayer)

(Dear God)

Thank you for the sun, wind and rain that help produce lots of food to be grown around the world and provides water for people, animals and plants to drink. Please help us to remember there are those in other countries that have been affected by hurricanes and need our help to provide them with food and shelter. *(Amen)*

11.4 Charity

This week we have been thinking about the effects of the weather and how communities from around the world deal with the effects of severe and extreme weather conditions. People often use the phrase 'weathering the weather' to encourage a person to carry on through tough times or when they are struggling, but in the examples we have heard this week people have helped others to literally weather the weather. In the floods experienced in the UK, the drought in Africa and hurricanes in the United States, communities and charities helped those that had been affected by the severe or extreme weather.

Time to reflect

- What are the different reasons why people give to charity?
- What charities do you know and how do they help people in need?
- Have you been involved in helping a charity?

Reflection (Prayer)

(Dear God)

We are thankful for the work of charities and we know why they are so important in helping and supporting people all around the world. May we all put the needs of others before our own so that we can reduce the problems and suffering caused by our own actions. *(Amen)*



11.5 A World Without Charity

Charities do important work helping and supporting people all around the world. The need for charities suggests that there are some problems in our world. If we need to raise money for drought victims, then it highlights that there has been a drought. If we need to raise money for the those that are suffering in war then it highlights that there is a war going on. Sicknesses, disease, war and natural disasters are all reasons that we have charities. Wouldn't it be nice to live in a world where there isn't sickness, disease, war and natural disasters? Wouldn't it be nice to live in a world where we don't need charities? Whilst there are lots of charities that help the victims of these events, there are many people around the world working hard to stop the problems happening in the first place. Some work hard to try and stop war and improve the relationships between different groups of people or nations. Others try to share the resources we already have, like food and medicines. Some campaign to reduce the huge gap between the rich and poor people in our world. Some design technology and install water pumps that reduce the famines in the first place. If we all, and I mean everybody in the world, put the needs of other people first then the only charities we would probably need are the ones that help people to weather the weather.

Time to reflect

- Which charities do we need because of natural causes?
- Which charities do we need because mankind has created the problem?
- What problems would stop or reduce if everybody put the needs of others before their own?
- What can we do to help stop or reduce the problems in our family, community or world?

Reflection (Prayer)

(Dear God)

We are thankful for the work of charities and we know why they are so important in helping and supporting people all around the world. May we all put the needs of others before our own so that we can reduce the problems and suffering caused by our own actions. *(Amen)*



12.1 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)*



12.2 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)*



12.3 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)*

12.4 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)*



12.5 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)*



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