Ben Faulks - presents *Something to Think About*

**Age: 5 - 7**

### Contents

**Introduction**  
2

**Planning chart**  
4

**Unit 1: Back in school again**  
5
1. Hello  
Podcast / AOD begins 22/09/15  
5
2. Rules, rules, rules  
Podcast / AOD begins 29/09/15  
6
3. In our school  
Podcast / AOD begins 06/10/15  
8
4. Together  
Podcast / AOD begins 13/10/15  
9

**Unit 2: Animal tales**  
11
5. The Hare and the Tortoise  
Podcast / AOD begins 20/10/15  
11
6. The greedy dog  
Podcast / AOD begins 03/11/15  
12
7. The Lion and the Mouse  
Podcast / AOD begins 10/11/15  
14
8. The Ant and the Grasshopper  
Podcast / AOD begins 17/11/15  
15

**Unit 3: It's Christmas time!**  
17
9. Winter wildlife  
Podcast / AOD begins 24/11/15  
17
10. The lamb’s tale  
Podcast / AOD begins 02/12/14  
18

---

**Podcasts and downloads**

These programmes are available as downloads or podcasts for 60 days following transmission. Further information at the Podcasts page of the website:

[www.bbc.co.uk/learning/schoolradio/podcasts](http://www.bbc.co.uk/learning/schoolradio/podcasts)

**Audio on demand on the BBC iPlayer Radio**

Programmes are also available from the BBC iPlayer Radio (for 5 years) following transmission. Refer to the transmission dates below to find out when programmes are available as downloads / audio on demand.

**Something to Think About on the School Radio website**

These Teacher’s Notes are primarily intended for print. The content can also be found on the *Something to Think About* pages of the website, which also includes additional content, such as online versions of focus images which can be displayed on your IWB or computer while listening. Go to:

[www.bbc.co.uk/programmes/b03g64pf](http://www.bbc.co.uk/programmes/b03g64pf)

**Teacher’s Notes by Rachel Boxer**

© This publication may be copied or reproduced for use in schools and colleges without further permission.
Introduction

These Teacher’s Notes include:
• a planning grid with details of the songs
• a suggested object for visual focus including weblinks to images
• pre-programme preparation ideas
• programme content breakdown
• related activities
• weblinks for supporting resources (eg images for visual focus)

Where to listen:

These programmes are suitable to use as part of either school or class assembly.

Using the series:

You may like to listen straight through, with discussion at the beginning and end or listen in sections, pausing for discussion as you go.

Alternatively you may choose to use only one section of the programme at a time and spread the material out over several sessions in a week. For example you may wish to revisit the story and reflection or sing the song a second time or at the end of the day.

Participation:

Make sure you join in yourself with the listening and the singing. The children will observe your response and it will influence the way they perceive the programme. Stop the programme if the children seem to want to respond or become restless. Encourage the children to sing the songs, which have been chosen to be easy to sing and learn. During the programme the presenter will help the children join in. If they have difficulty, join in with part of the song (for example, the chorus or refrain) and listen or tap hands or toes to the rest!

Before the programme:

Creating the right listening conditions:

It's important that the children can all hear comfortably. Make sure that the loud speakers are at the right height facing the children (preferably a child’s ear height) and that the volume is comfortable for them all. Arrange the seating so that none of the children is too far away from the speakers and that any child with special hearing needs is in a good position. You may find that sitting in a semi-circle or in short lines facing one another with the speakers in the middle is best. Experiment and find the formation that works best for you and your class.

Creating the right atmosphere:

It will help everyone to concentrate if you prepare a visual focus. A focus object has been suggested for each programme in these notes. Some suggestions for images from the web have also been included. This can be used for discussion and preparation - particularly important if you feel some aspect of the story is going to be unfamiliar to your group.

You may want to create a special atmosphere by playing music or altering seating and lighting to let the children know that this is a different type of activity and prepare them to listen and take part.

Songs:

The songs for this term are split between the collection Come and Praise Beginning and All about our school. All the songs from All about our school can be found online here.

During the programme:

Getting ready to listen:

Show the children the visual focus. Can they guess what the programme is about? You may also like to use the ‘Before the programme’ section in these notes to encourage the children to think about the theme.

Thinking about the story:

All the stories provide opportunities for discussion. You may wish to talk further about the issues raised during the session, at a later time or even through the week.
A time to reflect:

Using this part of the programme ensures that the legal requirements for Collective Worship are met. Collective Worship is also a significant contributor to pupils’ Spiritual, Moral, Social and Cultural development, which is evaluated by Ofsted during inspections (Ofsted Inspection Handbook, July 2014).

Encourage the children to stop and be still during the reflection / prayer times of the programmes. If at first they are not sure how to respond, stop the programme and settle them down. They may like to shut their eyes or look at the focus object. You might like to light a candle for this special time, which will gradually become a visual cue that the reflection part of the programme is happening.

Allow the children time to get used to the quiet and then turn the programme on again. Sitting quietly and thinking may be a very unfamiliar concept to some children. Allow them time to become accustomed to this, maybe over a period of weeks. Meanwhile encourage them to sit quietly and respect the people around them who would like to listen / reflect / pray.

As part of the reflection sections of the programmes, children are guided through some things that they might be thankful for and then given the opportunity in the quietness to turn their thoughts into their own prayer if they would like to. This creates maximum flexibility for children from all faiths, or none, to be able to participate in the act of collective worship, while ensuring that the opportunity for prayer is maintained.

If you would like to, you could also pause the programme at this point to create more time for children to pray, if this is what they are used to. There is an optional prayer for each programme included within these Teacher’s Notes.

Thinking about what’s been heard:

Go through the main points of the programme again at the end (the programme contents section of these Notes may help). There are some suggested questions you may like to ask the children. What do they remember? What are their ideas? There are further ideas to help with this on the programme pages of these notes.

After the programme:

There are some ideas for optional related activities for following up the programme content.

Podcasts/Downloads:

These programmes are available to subscribe to as podcasts or downloads for a limited period following transmission. This means that you can download each programme (for free) as an mp3 file, for playback either from a computer or from an mp3 player, such as an iPod. If you subscribe to the series your computer will automatically search for each new episode when you connect to the internet, ensuring that you never miss a programme.

Programmes are also available as audio on demand, ‘streamed’ from the School Radio website or from the BBC iPlayer Radio. Go to: [http://www.bbc.co.uk/programmes/b03g64pf](http://www.bbc.co.uk/programmes/b03g64pf)

Feedback:

Your feedback is important to us and helps to shape the series. Letters, drawings and poems from the children are particularly welcome.

Please use the Contact us link from the School Radio website or write to us at:

BBC School Radio
3rd Floor Bridge House
MediaCityUK
Manchester
M50 2BH

schoolradio@bbc.co.uk
Planning grid including the songs in each programme

<table>
<thead>
<tr>
<th>Title</th>
<th>Song</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: A new school year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Hello!</td>
<td>‘Hello!’ - <em>All about our school</em> - song 1</td>
<td>Being welcoming to those who are new to our school because we all know how it feels to be ‘new’</td>
</tr>
<tr>
<td>2. Rules, rules, rules</td>
<td>‘The golden rule’ - <em>All about our school</em> - song 5</td>
<td>The need for rules. The golden rule: treat others as you would want to be treated</td>
</tr>
<tr>
<td>3. In our school</td>
<td>‘Our school’ - <em>All about our school</em> - song 9</td>
<td>The importance of values within a school community. What’s important to your school?</td>
</tr>
<tr>
<td>4. Together</td>
<td>‘Together’ - <em>All about our school</em> - song 13</td>
<td>The benefits of working together and understanding that it’s an important part of school life</td>
</tr>
<tr>
<td><strong>Unit 2: Animal tales</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The hare and the tortoise</td>
<td>‘Got a bit better’ - <em>All about our school</em> - song 11</td>
<td>Slow and steady wins the race. Keep on trying</td>
</tr>
<tr>
<td>6. The greedy dog</td>
<td>‘All around’ - <em>Come and Praise Beginning</em> - song 27</td>
<td>The perils of wanting too much!</td>
</tr>
<tr>
<td>7. The lion and the mouse</td>
<td>‘Being a friend’ - <em>All about our school</em> - song 8</td>
<td>The value of friends. Understanding that anyone can become a friend.</td>
</tr>
<tr>
<td>8. The and and the grasshopper</td>
<td>‘I am special’ - <em>All about our school</em> - no. 16</td>
<td>Getting ready for winter. Being diligent and being prepared</td>
</tr>
<tr>
<td><strong>Unit 3: It’s Christmas time!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Winter wildlife</td>
<td>‘From the tiny ant’ - <em>Come and Praise Beginning</em> - song 32</td>
<td>Caring for the environment. Especially caring for animals during winter months</td>
</tr>
<tr>
<td>10. The lamb’s tale</td>
<td>‘Baby in a stable’ - <em>Come and Praise Beginning</em> - song 52</td>
<td>The birth of Jesus as seen by one of the lambs brought by the shepherds</td>
</tr>
</tbody>
</table>
Unit 1

1. A new school year

Themes: Being welcoming at the start of a new school year. How do different cultures show welcome?

Focus image: a poster showing the word 'welcome' in different languages

Click on the image to display it in your browser if you are connected online

Before the programme:

- Look at the poster. Are there any words that you recognise? What do they all mean?
- Why is it important to welcome people?
- Has anyone ever welcomed you? What happened?
- How do you welcome people to your home, your classroom, your playground, your school?
- Who might we need to 'welcome' this term?

Section Programme content

1 Opening. Some listeners say 'Hello!' in different languages. Ben adds some other ways of saying “Hello!” and tells us about different greetings around the world.

2 Song. ‘Hello’ (All about our school, no. 1) Encourage the children to join in with as much as they can.

3 Story. ‘Nervous’ Noah starts school. An original story by Jeff Capel. This is part one of a three-part story, based in the Lucas household and told by the Rosie the cat and Dizzy the dog, the family pets. Noah and Molly Lucas are starting school. But not in Reception. They have changed schools because of their dad’s work. We hear the story of that first day and how 2F welcome ‘Nervous’ Noah.

4 Vox pops. Children from East Sheen Primary school in London tell us how they would welcome a new person to their class.

5 Reflection. Ensure everyone is listening carefully and thinking quietly as we reflect on feeling new, and the importance of being welcoming.

6 Prayer. Children can make the prayer their own by joining in with ‘Amen’ at the end.

After the programme:

Talk about the story

- Do you think the family have a ‘favourite’ pet?
- How do you think Noah and Molly felt about Dad’s new job?
2. Rules, rules, rules

Themes: Why do we need rules? The golden rule: treat others as you would want to be treated

Focus image: Snakes and ladders

Click on the image to display it in your browser if you are connected online

Before the programme:

• Look at the game. How do you play it?
• What would happen if you could make up the rules of the game as you go along?
• Why do games need rules?
• What other ‘rules’ do you know? Why do we need rules in everyday life?
• What is the ‘golden’ rule and why might it be called ‘golden’?

Follow-up activities:

• Play circle games - eg the teacher says ‘Hello, I’m XXX and I like XXX’. Next a child says to ‘Hello Mrs / Miss / Mr XXX, I’m XXX and I like XXX’
• Learn some ways to say ‘Hello’ in other languages (especially those you might have represented in your class) and then choose a different way to answer the register each day during the week.
• Investigate how people from other places in the world physically welcome each other, eg rubbing noses in Maori communities in New Zealand. Which would you like to try? (and which wouldn’t you?!)
• Make welcome cards or welcome badges for new children to your school. This could become a yearly activity.
• Write some instructions about how to welcome new people to school. You might want to display these in a prominent place in your classroom as a reminder.

• Why do you think that no-one spoke to Noah on his first day? What would you have done?
• Why do you think Noah stroked Rosie the cat for such a long time after his first day at the new school?
• Which of the children do you think Noah might become friends with? Why?
• What do you think the pets had for tea?
### Section Programme content

<table>
<thead>
<tr>
<th>1</th>
<th><strong>Opening.</strong> Ben considers the rules of some different sports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Song.</strong> 'Keep the golden rules' (<em>All about our school</em>, no. 5) Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Vox pops.</strong> Children tell us about some of the rules they know and why they think we need them.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Story.</strong> <em>Against the rules.</em> An original story by Jeff Capel. Dizzy and Rosie, the Lucas’ family pets, tell us how Molly breaks the school rules and Noah follows the rules of a board game. Then Dizzy breaks the house rules.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Reflection.</strong> Ensure everyone is listening carefully and thinking quietly as we reflect on how rules make life fair for everyone.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Prayer.</strong> Children can make the prayer their own by joining in with ‘Amen’ at the end.</td>
</tr>
</tbody>
</table>

### After the programme:

**Talk about the story**

- What are the rules in your class?
- What different school rules did you spot in the story?
- Do you think Molly broke the schools rules on purpose?
- What rules were important when Karl and Morgan came to tea?
- What rules did the pets break in the story?

- Make up / write some unfair rules for familiar games.
- Make posters to illustrate a school rule. These could be displayed in a prominent place as a reminder for others.
- Find out about the ‘golden rule’ and where it comes from. What do you know about the different religions that call it the ‘golden’ rule?
- Write some riddles like Ben’s, that give the rules, but not the game. Try them out on your friends to see if they can guess the correct game from your clues.
- Look again at the words of today’s song. How do they help us to understand the golden rule?
3. In our school

Themes: the importance of values within a school community & the unique things that makes your school a special place to be.

Focus image: your own school badge, crest or logo

Before the programme:

- Look at your school logo. What does it show? Why was it chosen?
- Where are the ‘special’ places in your school?
- What makes them special?
- What other things make your school a special place to be?
- What are the things that are important to you as a school community...your values?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening. Ben plays us the sounds of some of his favourite places...the seaside, the countryside, a restaurant...and sleeping in bed!</td>
</tr>
<tr>
<td>2</td>
<td>Story. Special places. An original story by Jeff Capel. Time to join Dizzy the dog and Rosie the cat once again. They tell us about the Lucas family’s special places and the day Noah had to think about where his special place was.</td>
</tr>
<tr>
<td>3</td>
<td>Vox pops. Children tell us what makes their school a special place.</td>
</tr>
<tr>
<td>4</td>
<td>Song. ‘Our school’ (All about our school, no. 9) Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection. Ensure everyone is listening carefully and thinking quietly, to reflect on special places and what makes your school a special place.</td>
</tr>
<tr>
<td>6</td>
<td>Prayer. Children can turn their thoughts into the prayer their own by joining in with ‘Amen’ at the end.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story:

- Rosie and Dizzy talk about their - and the family’s - special places. Do you have a special place?
- Which of 2F’s special places would you like to go to? Why?
- Why do you think Noah couldn’t tell everyone about his special place?
- Why do you think Noah stroked Rosie on his bed for such a long time? What do you do when you’re sad?
• Which things made Noah’s school such a special place?
• How is your school special?

Follow-up activities:
• Make a map of your school. Label some places that are special to you.
• Make a list of special places within your school. Collect data in maths to find out which of these are the most special and show the results using pictograms or block graphs, sorting according to quantity.
• Make big coins (treasure) that show the values that are important to you as a school community. Remind each other regularly how these values show themselves in how you treat each other.
• Write about ‘My special place’ – where it is and what makes it special. Share ‘stories’ together to learn more about what’s important to each person in your class.
• Look again at the words of today’s song. Which words would you put into the song to make it specifically about your own school?

4. Together

Themes: working together has great benefits for everyone and that working together is an important part of school – and life!

Focus image: two children working together to rake up leaves

Click on the image to display it in your browser if you are connected online

Before the programme:
• Look at the focus image. What are these children doing?
• How are they helping one another?
• How would the task be more difficult if they had to do it by themselves?
• How have you worked together with others? What difference did it make?
• How does it feel when you need help, but don’t get it?
Section | Programme content
--- | ---
1 | **Opening.** Ben is having a spot of bother with a crossword and needs a helping hand. Encourage children to help him with the answers!
2 | **Song.** ‘Together’ (*All about our school*, no. 13) Encourage the children to join in with as much as they can.
3 | **Vox pops.** Children tell us about times they’ve worked together.
4 | **Story.** *Shelly and Pebbles.* An original story by Karen Pringle. Shelly and Pebbles give rides along the beach and they are a very good team. But one hot day, as the Donkey Man is giving them their tea, the donkeys come across a problem...which they eventually solve by working together! You might need to re-enact the problem that the donkeys had as some children might find it easier to understand what the problem was if they can physically see why the donkeys were pulling against each other.
5 | **Reflection.** Ensure everyone is listening carefully and thinking quietly as we reflect on how important it is to work together in school.
6 | **Prayer.** Children can make the prayer their own by joining in with ‘Amen’ at the end.

**Follow-up activities:**
- Disassemble a piece of rope and look at how it is made strong by strands that are bound together. What things make a school community ‘strong’?
- Set up tasks during the week that require pupils to work together. Talk afterwards about the difference it made when others helped and think about the different things that really make a difference - eg being a good listener.
- Share stories about co-operation at story times - eg *The Enormous Turnip*, *The Little Red Hen*, *Pumpkin Soup*, etc. Talk about the different ways in which characters co-operated in each story.
- Look again at the words of the song. What good advice do they give about working together?
- Make a class book of advice about working together.

**Optional prayer:**
Dear God
Thank you for the many different ways in which we can help one another out at school. As we learn how to work together, please help us to listen to one another and to remember that ‘as long as we’re together, we’re strong’.
Amen.

**After the programme:**

**Talk about the story**
- Have you ever felt a donkey’s nose? What words would you use to describe it?
- How did the donkeys work together on the beach?
Unit 2

5. The Hare and the Tortoise

Themes: perseverance; ‘slow and steady wins the race’ (Aesop’s moral)

Focus image: a hare running and a tortoise

Before the programme:

• Look at the pictures of the animals. What do you know about each of them?
• If they had a race, who would win, and why?
• Do you know what happened in the story of the Hare and the Tortoise?
• Have you ever felt like either the hare or the tortoise? Why?
• What does it mean to ‘persevere’ at something? Have you ever felt like giving up?

• What do you have to work hard at? How does it feel when you succeed?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening. Ben starts the programme telling us about Aesop, a story-teller from long ago and the style of story he is famous for.</td>
</tr>
<tr>
<td>2</td>
<td>Story. The Hare and the Tortoise. An adaptation of Aesop’s famous fable. Proud Hare boasts of his superior running skills, but has his come-uppance when he races against Tortoise, who proves that ‘slow and steady wins the race’. The story is one of a collection from BBC Learning available here.</td>
</tr>
<tr>
<td>3</td>
<td>Song. ‘Got a bit better’. All about our school, no. 11. Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Vox pops. Children tell us about the importance of ‘not giving up’.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection. Ensure everyone is listening carefully and thinking quietly as we reflect on the importance of perseverance.</td>
</tr>
<tr>
<td>6</td>
<td>Prayer. Children can make the prayer their own by joining in with ‘Amen’ at the end.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story

• Which of the two characters did you like more? Hare or Tortoise? Why?
• How do you think Tortoise felt about being challenged to a race?
• Would you have taken Hare on if you were Tortoise?
• Why did the other animals find it hard to tell if Tortoise was running?
• Why do you think Tortoise won? What was his secret?
• What lesson do you think Hare learned from the race?
• What do you think we can we learn from this story?

Follow-up activities:
• Find out some more about the storywriter, Aesop. How many of his stories have you heard before?
• Write your own version (either as a class, or individually) of The Hare and the Tortoise using other animals, but keeping the moral the same.
• Find some pictures of different parts of the race and add speech or think bubbles to the Hare or the Tortoise to show what they were saying or thinking.
• Write a story about what happened in the next race that Hare ran in – maybe even a re-match with Tortoise?!
• Find out some fascinating facts about hares or tortoises, such as ‘a tortoise is a turtle, but a turtle is not a tortoise’!

6. The greedy dog

Themes: wanting too much; ‘if you’re too greedy you may end up with nothing’ (Aesop’s moral)

Focus image: some delicious-looking desserts!

Before the programme:
• What does it mean to be ‘greedy’?
• Look at the focus image. Which of the tasty-looking desserts would you like to eat?
• What stories do you know about being greedy? (Many children will probably know Roger Hargreaves’ character Mr Greedy and The Very Hungry Caterpillar, possibly also Greedy Zebra or the traditional tale Tiddalik)
• What do these stories teach us about being greedy?
• What other things can stories teach us?
## Section Programme content

### 1 Opening
Ben has eaten rather too much chocolate, and is suffering the consequences!

### 2 Story
**The Hare and the Tortoise**.
An adaptation of Aesop’s famous fable. This story is a reminder that greed often leads to losing what we already have. Patch the Dog has a delicious meal already, but when he sees another dog with more food, it begins a chain of events that leads to the loss of his dinner! The story is one of a collection from BBC Learning available [here](#).

### 3 Vox pops
Children give us their wise words about being greedy.

### 4 Song
‘While we live we learn’. *All about our school*, no. 3. Encourage the children to join in with as much as they can.

### 5 Reflection
Ensure everyone is listening carefully and thinking quietly as we think about being content with what we already have.

### 6 Prayer
Children can make the prayer their own by joining in with ‘Amen’ at the end.

---

**Follow-up activities:**

- Re-tell the story showing what Patch the dog should have done.
- At story times during the rest of the week, share some other stories about the consequences of being greedy (there are some suggestions in the ‘Before the programme’ section). Talk as a class about the morals that these teach.
- There are some wise words throughout this programme about being greedy, from Jesus, Socrates and others. Create a class ‘Wall of Wisdom’ using these words, and adding your own about greed and sharing. You could even include some facts about poverty in other parts of the world.
- In the programme, Ben talks about how the opposite of greed is being thankful for what we have. Write a prayer or reflection about being grateful. You could use these in your own school assembly times.

---

**After the programme:**

**Talk about the story**

- Why is Patch known as ‘Bad Dog’?
- How did he treat the other dogs on the farm?
- Would you like to be his friend? Why? Why not?
- How did Patch lose his meal? (unpick this together, as some children may not realise about Patch only seeing his reflection, not an actual dog).
7. The Lion and the Mouse

**Themes**: that anyone can be a friend; that valuable friends can be found in the most unlikely places.

**Focus image**: a lion and a mouse

**Click on the image to display it in your browser if you are connected online**

**Before the programme:**

- Talk about the animals in the picture. What are they, and what facts do you know about them?
- What adjectives would you use to describe each animal?
- What would happen if they were in the same room together?
- Who are your friends? Are you like your friends in any way? How?
- What made you choose your friends?
- Do friends always like the same things?

**Section** | **Programme content**
---|---
1 | **Opening.** Ben tells us about one of his best friends and what they have in common.
2 | **Story. The Lion and the Mouse.** An adaptation of Aesop’s famous fable. The Mouse sees the sleeping Lion in the forest and climbs on him to boast to his friends. When Lion awakes it is only the Mouse’s quick thinking that prevents him from being eaten. Mouse promises Lion that one day he will help him, but sure that could never happen..? The story is one of a collection from BBC Learning available [here](#).
3 | **Vox pops.** Children tell us what they like about their friends.
4 | **Song.** ‘Being a friend’. *All about our school,* no. 8. Encourage the children to join in with as much as they can.
5 | **Reflection.** Ensure everyone is listening carefully and thinking quietly as we reflect on the gift of friendship.
6 | **Prayer.** Children can make the prayer their own by joining in with ‘Amen’ at the end.

**After the programme:**

**Talk about the story**

- Why did Mouse climb onto the Lion? Was he brave, or silly?
- What would you have done if you were Mouse?
- How did Mouse’s quick thinking save him?
- How did Mouse help Lion out? What would have happened if he hadn’t?
• Is this what you expected to happen in the story?
• What did Mouse mean at the end when he said that he ‘didn’t feel quite so little’?
• Have you ever needed help? Who helped you? Was it a friend, or someone else?

Follow-up activities:
• Make up some other unusual animal friendships based on opposites - eg Hare... and Tortoise! How might they help each other?
• Write the story of what happened when two other animal pairings (see previous activity!) became friends.
• As a class create a collection of adjectives that describe a lion, or a mouse, or any other animal of your choice.
• Choose six different animals. As a class, vote to find out which is the favourite, then present the information using a pictogram or bar chart.
• Read some other stories about lions - eg The Very Lazy Lion or The Lion Who Wanted to Love. Can we learn things from these stories too?

8. The Ant and the Grasshopper

Themes: being hard-working rather than lazy; getting ready for winter

Focus image: an ant and a grasshopper

Click on the image to display it in your browser if you are connected online

Before the programme:
• Look at the pictures of the ant and the grasshopper. What’s the same and what’s different about them?
• What do you know about both of the insects?
• What other creatures belong to the insect family?
• How would you know if something was an insect or not?
• What does it mean to be ‘lazy’? Is it a good thing?
• What do you work hard at?
• Why was Grasshopper hungry when it came to winter?
• What do you think happened after the end of the story?
• Would you change anything about this story if you were writing it?
• If you were in the story, would you prefer to be Ant or Grasshopper? Why?

Follow-up activities:
• Listen again to the story and list all the differences that there are between what the ant does and what the grasshopper does.
• Look at pictures of ants and grasshoppers and list some things that make the insects different from each other to look at - eg length of legs, size of body.
• Label pictures of an ant or grasshopper with the main body parts - eg head, legs etc.
• Find some video clips of ants at work and grasshoppers making music!
• Listen again to the start of the programme and use what Ben says to find out more about ants. What else can you find out? Gather the information into a class book, with photos or pictures. Whose fact is the most fascinating?

16

Talk about the story
• Which of the insects do you like better?
• How is Grasshopper unkind to Ant?
• What was important to Ant? And what was important to Grasshopper?
• Why didn’t Grasshopper want to work like Ant?
• Which other creatures would you consider to be hardworking, like Ant?
Unit 3

9. Winter wildlife

Themes: caring for our environment and animals in particular as winter arrives

Focus image: a bird table in winter

Before the programme:
- Look at the picture of the bird table. What is it for, and why might someone have one in their garden?
- Why do birds have a more difficult time in winter than in summer?
- Why might people need to ‘protect’ birds?
- How many different types of bird do you know? Which ones visit where you live?
- What other creatures need to be cared for when the weather gets colder?

After the programme:

Talk about the story:
- Have you ever woken up on a snowy day? What did it feel like? What did you do?
- What different things did Mum tell Joe about birds at the start of the story?
- What clues are there in the story that it’s near to Christmas time?
- What do you think Joe’s snowman looked like? What would you use to build a snowman’s features?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening. Ben feeling a bit chilly as winter draws closer but realises that garden wildlife struggles even more with chilly temperatures...</td>
</tr>
<tr>
<td>2</td>
<td>Interview. Jamie, an employee of the RSPB (Royal Society for the Protection of Birds) tells us about his work.</td>
</tr>
<tr>
<td>3</td>
<td>Song. ‘Back in school again’. All about our school, no. 2. Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: The back garden bird cafe. It has snowed and Joe is feeling very excited. But much as he loves the snow he can’t help feeling a bit sorry for the birds in his garden. So he forms a plan to convert his snowman into something that will help his garden visitors...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection. Ensure everyone is listening carefully and thinking quietly as we reflect on what we can all do to help wildlife in winter.</td>
</tr>
<tr>
<td>6</td>
<td>Prayer. Children can make the prayer their own by joining in with ‘Amen’ at the end.</td>
</tr>
</tbody>
</table>
10. The lamb’s tale

Themes: that for Christians Christmas is about the birth of Jesus

Focus image: a nativity scene

Click on the image to display it in your browser if you are connected online

Before the programme:
- Look at the picture. Do you know what’s happening, and who the different people are?
- What’s special about this time of year? Are there other festivals that you celebrate?
- If you celebrate Christmas, do you do it in a certain way? How is ‘your’ way different from others in your class?
- What’s the best thing about Christmas (or another celebration) for you?
- What is a ‘tradition’? What ‘traditions’ do you already have in your class - eg things your teacher ALWAYS says, or special class times such as story time.
<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Opening.</strong> Ben starts today feeling very festive...</td>
</tr>
<tr>
<td>2</td>
<td><strong>Story:</strong> <em>The lamb’s tale.</em> Martha is the newest lamb in the flock. When she witnesses some extraordinary events on that first Christmas night she finds herself on an adventure to see the new-born baby Jesus.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Voxpops:</strong> children from East Sheen Primary School tell us about what makes Christmas special for them.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Song:</strong> ‘Baby in a stable’ - <em>Come and Praise Beginning</em>, no. 52. Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Reflection.</strong> Ensure everyone is listening carefully and thinking quietly as we reflect on this special time of year.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Prayer.</strong> Children can make the prayer their own by joining in with ‘Amen’ at the end.</td>
</tr>
</tbody>
</table>

**Follow-up activities:**

- Read the account of the birth of Jesus from a good children’s Bible. What differences are there to the version in the programme?
- Use small world play to re-enact the Christmas story, or bring it to life in drama. Help each other to sequence the main parts.
- Look at Christmas cards and sort them according to which ones have something to do with the Christmas narrative. Then look at them to see whether you can sequence the story according to the pictures on the cards, and use them to help you tell the ‘story’.
- Write the conversation between Martha and her mum when she got back to the sheepfold.
- Find out about different Christmas traditions – maybe some from different parts of the world. Which ones would you most like to take part in?

**After the programme:**

**Talk about the story:**

- Have you ever been outside on a dark night? How did it feel?
- How do we know that she was the shepherds’ favourite? What did they love about her?
- Why do you think Martha wasn’t afraid of the bright light?
- Why did she want the singing to last forever? Have you ever felt that way about anything?
- What do you think Martha said to her mum about her adventure?