Ben Faulks - presents Something to Think About

Age: 5 - 7

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NB. The programme titles in these Notes have been hyperlinked so that you can easily access the programme pages online if you are connected to the internet.
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 loudspeakers 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/whiteboard 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*.

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 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

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>
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<tbody>
<tr>
<td><strong>Unit 1: Stories</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What’s your favourite story?</td>
<td>‘While we live we learn’ <em>All about our school, no 3</em></td>
<td>The wonder of imagination and storytelling; Roald Dahl centenary; you’ll never be alone with a book</td>
</tr>
<tr>
<td>2. Traditional tales</td>
<td>‘Lord of the Harvest’ <em>(Come and Praise, no 133)</em></td>
<td>Working together to achieve a goal; traditional tales as a genre; harvest and giving thanks for food</td>
</tr>
<tr>
<td>3. Myths</td>
<td>‘Morning sun’ <em>(Come and Praise, no 93)</em></td>
<td>Myths / legends as a genre; being brave and asking for help; being grateful for the light and heat of the sun</td>
</tr>
<tr>
<td>4. Fables</td>
<td>‘From the tiny ant’ <em>(Come and Praise Beginning, no 32)</em></td>
<td>Helping each other; fables as a genre; stories with a ‘message’</td>
</tr>
<tr>
<td>5. Parables</td>
<td>‘When I needed a neighbour’ <em>(Come and Praise, no 65)</em></td>
<td>Being a good ‘neighbour’; who are our neighbours? parables as a genre; stories with a ‘message’</td>
</tr>
<tr>
<td><strong>Unit 2: Special days</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Diwali and Bonfire Night</td>
<td>‘There’s a light’ <em>(Come and Praise Beginning, no 49)</em></td>
<td>The festival of Diwali; light and dark; Bonfire Night as another ‘special day’</td>
</tr>
<tr>
<td>7. Remembrance Day</td>
<td>‘God is watching over you’ <em>(All about our school, no 7)</em></td>
<td>Special days; the importance of remembering; Remembrance Day (11th November)</td>
</tr>
<tr>
<td>8. Thanksgiving</td>
<td>‘New day beginning’ <em>(Come and Praise Beginning, no 1)</em></td>
<td>The North American celebration of Thanksgiving - its historical significance; why it’s good to give thanks</td>
</tr>
<tr>
<td>9. Chanukah</td>
<td>‘Shalom’ <em>(Come and Praise, no 141)</em></td>
<td>The Jewish festival of Chanukah - or Hanukkah; its origins and significance in Jewish life today.</td>
</tr>
<tr>
<td>10. Advent - looking forward to Christmas</td>
<td>‘Away in a manger’ <em>(Come and Praise Beginning, no 44)</em></td>
<td>Giving and receiving at Christmas time; the story behind the carol ‘Silent Night’.</td>
</tr>
</tbody>
</table>
Stories

1. What’s your favourite story?

Themes: the wonder and joy of storytelling and our imaginations

Focus image: a collection of story books in the library

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

Before the programme:

Show children the image of the story books. Ask them to talk about:
What’s your personal favourite story? Why do like it?
Do you have a favourite author? What do you like about their stories?
What makes a really good story? What do we mean by ‘imagination’?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Ben introduces the richness of stories and storytelling. He talks about the author Roald Dahl, whose 100th birthday it would have been in September 2016, and introduces a clip of Dahl describing the importance of books and reading.</td>
</tr>
<tr>
<td>2</td>
<td>Voxpops: Children talk about favourite stories and types of book.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘While we live we learn’ (All about our school, no 3). Encourage children to join in the echoes of this follow-my-leader song.</td>
</tr>
<tr>
<td>4</td>
<td>Story: Billy’s birthday present by Rob John. On his 6th birthday Billy’s grandad gives him a special present - a story. Billy isn’t pleased, but when he’s an old man looking back on his life, he can still remember the story his grandad gave him that day... whereas he has forgotten any of the material presents he received.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On the gift of stories and imagination. Make sure everyone is listening carefully.</td>
</tr>
</tbody>
</table>
| 6       | Prayer: Dear God Thank you for all the different stories in the world; Thank you for the journeys of discovery and imagination that stories and books can bring us; Thank you for the people who write these wonderful stories Help us to enjoy stories and reading, and using our fantastic imaginations. Amen

Children can listen to the words and if they’d like to make the prayer their own they can join in with ‘Amen’ at the end.
2. Traditional tales

Themes: helping others and working together; traditional tales as a genre

Focus image: People working together to pull-up a giant turnip!

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

Before the programme:

• Talk about the focus image and what the people are doing. Would they be able to do it as well by themselves?
• Make a list of jobs you can do by yourself and others that you need help with.
• Talk about times when you have been helped by someone else and how it felt.
• Think about any school projects you’re involved with that involve working together - eg school garden, school council, etc. What do you enjoy about it?
• Make a class list of traditional tales that the children know - eg The Three Little Pigs. What do we mean by a ‘traditional tale’?

Follow-up activities:

• Can you think of other ‘presents’ you could have that aren’t material.
• Story circles: tell your own class story round a circle, where each child adds a new part of the story before passing the ‘turn’ on to the next child. You could do this with a known story first - eg The Three Little Pigs - then move onto invented stories once children are familiar with the idea.
• Sort the books in your class library according to different genres / authors. Conduct a book audit: which type do you have most of? Why do you think that is? What other books would you as a class like to have in your class library?
• Find out more about some of the stories by Roald Dahl that were mentioned in the programme. Vote as a class to see which you’d like to have read at story times for the next few weeks.
• Make a class book of ‘Our favourite stories’, writing book reviews about your choices and adding comments to try to persuade others to read your favourite book.
• Set up your own ‘Story Emporium’ in your book corner.

After the programme:

Talk about the story:

• How would the children feel if they got a present of a story for their birthday? Why do you think Billy was upset?
• Do you have special memories that make you happy and which you’ll keep for the rest of your life?
• When they listen to today’s story, what do the children see in their imaginations?
• When they hear a good story, do the children imagine the scenes in their heads? Why not have a go at drawing what they see in their imaginations after they hear today’s story?
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<tr>
<td>1</td>
<td>Welcome and introduction: Today’s programme begins with a short introduction to traditional stories.</td>
</tr>
<tr>
<td>2</td>
<td>Song: ‘Lord of the Harvest’ (Come and Praise, no 133). Encourage children to join in with the chorus each time it repeats and as much of the rest of the song as they can.</td>
</tr>
<tr>
<td>3</td>
<td>Voxpops: Children share their experiences of helping each other and working together.</td>
</tr>
<tr>
<td>4</td>
<td>Song: <em>Boris and the giant turnip</em> - a traditional Russian story retold by Kate Stonham. We hear about Boris’ attempts to remove a huge turnip from the ground and how finally he manages with the help of his family and a few others! But will it be enough to feed the entire village for winter?</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On working together to achieve a goal and how the smallest help can make a big difference.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Dear God Thank you for the ways in which we will help one another today. Thank you for the work of farmers and everyone else who looks after us. Help us all to learn to work together...so that we can all help each other. Amen.</td>
</tr>
</tbody>
</table>

**Follow-up activities:**
- The rains had nearly ruined the harvest for Boris and his village. Imagine how people might be feeling at different points in the story - to be faced by a long winter with not much food; when they couldn’t get the turnip out of the ground; and again when the turnip was finally harvested.
- What do you think the villagers made from the giant turnip? Who in the story had requested what?
- The animal characters all volunteer to help because they had been assisted by Boris at some point in the past. Talk about ‘one good turn deserves another’ and share experiences of this in your own lives.

**Talk about the story:**
- Who pulled up the turnip? How is this a good example of teamwork and co-operation?
- Find out how harvest is celebrated in this country and in different parts of the world. Consider why the celebrations connected with harvest in other countries are significant events in the lives of those who live there.
- Collect packaging and look at where in the world the contents come from - and how we are dependent on many other countries for the food we eat. Plot what comes from where on a giant map.
- Bring in a range of harvest produce from the UK and find out what grows where - above the ground, on the ground, under the ground.
- Write the story of *The enormous carrot* or something else, changing the characters and the situation to invent a new story.
- Make plans for what you would like to grow in your school garden / class window box and when they need to be harvested.
3. Myths and legends

Themes: myths and legends as types of story; asking questions about the world

Focus image: the sun rising

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

Before the programme:

• Are there any times when you needed help but were afraid to ask?
• If you did pluck up the courage to ask for help and, if so, what was the result? Did you feel better, or worse?
• Find out what children know about myths and legends. Explain what a myth is.
• Why are there many myths about the sun?
• What myths or legends do the children know?

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<td>1</td>
<td>Welcome and introduction: Ben welcomes the children</td>
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<td>2</td>
<td>Voxpops: Children share their experiences of asking for help.</td>
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<td>3</td>
<td>Song: 'Morning sun' (Come and Praise, no 93). Encourage children to join in with the chorus each time it repeats and as much of the rest of the song as they can.</td>
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<tr>
<td>4</td>
<td>Story: How Maui tamed the sun - a traditional Maori story, retold by Tracey Hammett. Maui and the villagers are frustrated because the days are too short and they never have enough time to complete their work - because the sun moves too fast across the sky. So Maui comes up with a plan to catch the sun and ensure that in future the days will be longer.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On being brave and asking for help; the role of myths; being grateful for the sun which brings light and warmth.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Dear God Thank you for the world which is full of wonder and mystery. Thank you for the gift of science and knowledge which help us to understand this world. And help us to always ask questions so that we may continue to learn about the world. Amen.</td>
</tr>
</tbody>
</table>
After the programme:

4. Fables

**Talk about the story:**
- This is a Maori / Polynesian myth. Do you know where Maoris come from?
- Why do you think the Maoris told this story about the sun?
- Why did Maui and his friends want more daylight?
- How do you think the people felt when they had more light from the sun?
- How did Maui persuade the sun to go more slowly?

**Follow-up activities**
- Look for New Zealand and Polynesia on a map. Talk about the seasons in the Southern Hemisphere and how they compare to seasons in the Northern Hemisphere.
- Find out about the character of Maui in Maori / Polynesian culture.
- Draw a picture of Maui and his friends catching the sun in a big net.
- Do you know any other myths about the sun from other cultures? (eg Apollo, Icarus in Greek / Roman mythology; Re - the Sun God in Egyptian mythology).
- Why do you think there are so many myths about the sun?
- What other myths and legends do we know about from other ancient cultures? What do they attempt to explain about the world?

**Theme:** helping others; times when help comes from unexpected sources; being able to make a difference

**Focus image:** a hand reaching out to take hold of another

**Before the programme:**
- Look at the focus image. What do the children think is happening? What do they notice about the hands?
- What do the children know about ‘fables’ and about Aesop’s Fables in particular?
- Do they know any of Aesop’s most famous stories - eg The Hare and the Tortoise?
- Talk about times when the children have needed help. Can they think of any occasions when help has come from an unexpected source?
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<td>1</td>
<td>Welcome and introduction: Ben introduces the programme and the theme of helping others.</td>
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<tr>
<td>2</td>
<td>Song: ‘From the tiny ant’ (<em>Come and Praise Beginning</em>, no 32). Encourage the children to join in with as much as they can.</td>
</tr>
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<td>3</td>
<td>Voxpops: Children talk about helping others.</td>
</tr>
<tr>
<td>4</td>
<td>Story: <em>The Lion and the Mouse</em> - by Rob John. In this retelling of Aesop’s fable, a little mouse teases a big sleeping lion. When the lion wakes up and threatens to eat him, the mouse begs for his life and in return promises the lion a helping hand. But how could a little mouse possibly help a lion..?</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On helping others in need; no one is too small to make a big difference.</td>
</tr>
</tbody>
</table>
| 6       | Opportunity for prayer: *Dear God*  
Thank you for all the animals that live with us on this Earth.  
Help to respect them and look after them.  
Help us to look out for opportunities to be helpful to others.  
And to remember that none of us is ever too small to make a big difference.  
*Amen.* |

**Follow-up activities:**

- Make up a list of other animal pairings who you think would make unusual friends - eg a small fish and a shark. Make up your own fables of how one helped another.
- Write secret pledges stating how you will help someone else this week. Post them into a box with a slot or put them in a bag. At the end of the week review how it feels to be helpful and to be helped. You could also open the box / bag and read the pledges if children agree that they want to know what each other has written (but keep anonymous).
- Role-play being helpful in different situations.
- Make a class list of ways in which you could help each other at school. Vote in the five most popular and make and sign a class ‘helping hands’ charter promising to help each other do those five things.
- Read some other of Aesop’s fables at story times during the week. Can children say what they think the moral / point of each is?
- Aesop lived in Ancient Greece in the mid-6th Century BC. Find out what Greece was like then - and now. Look at the architecture and talk about how the buildings were different from buildings today.

**Related links:**

The collection of Aesop’s Fables on the School Radio website - each story is about 5 mins long.  
[http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesops_fables](http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesops_fables)
5. Parables

Themes: being a good ‘neighbour’; who our neighbours are; parables as a type of story

Focus image: A row of terraced houses

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

Before the programme:

- Look at the focus picture. What do we often mean by the word ‘neighbour’? Do you have neighbours where you live?
- Are there other people who can be our ‘neighbours’? Can we have neighbours across the world? Who might be our neighbours at home, at school, in the world?
- The past few programmes have been about helping others. Are there times when it’s difficult to help others - or times when we shouldn’t help (e.g. strangers - but be aware that issues of safeguarding may conflict with what happened to the man in the story, so you will need to think about how to handle this).

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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Ben introduces the programme and the theme of neighbours.</td>
</tr>
<tr>
<td>2</td>
<td>Voxpops: Children tell us about people they’ve helped.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘When I needed a neighbour’ (Come and Praise, no 65). Encourage children to join in with the chorus each time it repeats and as much of the rest of the song as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: The Good Samaritan by Rachel Boxer. Eli is on a dangerous journey from Jerusalem to Jericho when he is robbed and beaten by thieves. Three men pass him on the road, but only one stops to help - a Samaritan, who Eli had thought to be an enemy.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On not ignoring those who need our help and treating everyone as if they are a neighbour.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Dear God Help us to remember that there are times when we need help from our neighbours. And times when our neighbours need help from us. Please help us not to pass by on the other side. Amen.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story

- Why do you think Jesus chose to tell a story to answer the question ‘Who is my neighbour?’ How might you have explained what a neighbour is?
- Why do you think the first two men ‘passed by on the other side’?
• What do you think the hotel owner thought when the Samaritan brought Eli in to his hotel?
• Explore the feelings of the different characters in the story - eg the thieves; Eli as each man approached him; the Samaritan; the hotel owner; other people in the town who might have seen what the Samaritan was doing.
• What do you think the lawyer thought after Jesus had finished the story? Was it what he expected?
• How might this parable have affected / changed the lives of people who were listening to Jesus as he told it?

Follow-up activities:

• Read a range of other parables that Jesus told to explain important truths about God to the people who were listening. Can children explain what Jesus might have been trying to say through each of the stories? (Or you could give children the meanings and see whether they can match the meaning to the correct parable.)
• On a piece of paper chain, each member of the class writes something they could do to be a good ‘neighbour’ to someone else. Join them up to make a ‘chain of love’ to display around the classroom.
• If you have a partner school in another part of the world, think of ways in which you could be good neighbours to them.
• Write poetry based on the idea ‘If everyone was a good neighbour...’, identifying how the world would change if people lived in the way Jesus taught in this parable.
Special days

6. Diwali and Bonfire Night

Themes: the festival of Diwali; light and dark; Bonfire Night as another ‘special day’

Focus image: Diya lamps, popular at Diwali

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

Before the programme:

• Look at the picture. What can children see? What festival(s) might be being celebrated?
• Have you ever celebrated Diwali?
• Have you ever been to a bonfire party or firework display? What did you enjoy most? Was there anything you didn’t enjoy?
• Do you know the names of any of the fireworks and why they might be called that?
• Why do we have fireworks on 5 November?
• Why do we have rules in life? Are there any rules you know that are there to keep people safe?

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<tr>
<td>1</td>
<td>Welcome and introduction: Ben introduces the programme and welcomes the children.</td>
</tr>
<tr>
<td>2</td>
<td>Voxpops: Children tell us about Diwali and how it is celebrated.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘There’s a light’ (Come and Praise Beginning, no 49). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: Adeep and Rory’s Diwali and Bonfire Night. An original story by Jeff Capel. Adeep and Rory argue over which is better - Diwali or Bonfire Night. Luckily their mums step in and they’re invited to each other’s celebrations. They resolve to always spend Diwali and Bonfire Night with each other in the future.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On the symbolism of light; on arguing with a friend, seeing the other’s point of view, and resolving conflict.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Thanking God for festivals like Diwali, being hopeful and seeing each other’s point of view. The 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

• Why do you think Adeep and Rory argued?
• Do you think either of them was happy when they stopped speaking to each other?
• How do you feel if you fall out with a friend?
• How did their mums’ actions make them see each other’s point of view?
7. Remembrance Day

Themes: special days; the importance of remembering; Remembrance Day (11th November)

Focus image: a red poppy on a cross

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

Before the programme:

- Have you got a day with a special memory attached to it? Why is it so memorable?
- What special days do we ‘remember’ during the year?
- Why do children think it’s important to ‘remember’?
- Show children the poppy / picture and ask them what sort of flower it is.
- What do children already know about why people wear poppies at this time of year?

Follow-up activities:

- Find out about other festivals that are about light and why light is a symbol for hope, goodness, peace, etc.
- Find out about other Hindu and Sikh festivals and how they’re celebrated - eg Holi, Navaratri, Vaisakhi.
- Make up firework dances in PE - who can move like a rocket...a Catherine Wheel...a sparkler? Set the dance to music - the ‘Music for the Royal Fireworks’ by Handel would work well!
- Watch some of the videos on BBC Class Clips about Hinduism and Sikhism: http://www.bbc.co.uk/education/topics/zwv8q6f/resources/1 http://www.bbc.co.uk/education/topics/z7gimp3/resources/1
- Find out about how fireworks are used during the other festivals mentioned within the programme.
- Design a Diwali or Bonfire Night menu with things that you would like to eat to keep warm, or that might have a Firework theme: eg making ‘Catherine Wheels’ by rolling filled sandwiches thinly then rolling them up and cutting into rounds to make small wheel shapes.

Links:

Diwali - The story of Rama and Sita: http://www.bbc.co.uk/learning/schoolradio/subjects/collective-worship/collectiveworship_stories/festivals/diwali
Hinduism - class clips: http://www.bbc.co.uk/education/topics/zwv8q6f/resources/1
Sikhism - class clips http://www.bbc.co.uk/education/topics/z7gimp3/resources/1

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### Programme content

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<tr>
<th>Section</th>
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<tr>
<td>1</td>
<td>Welcome and introduction: Ben welcomes the children and introduces the programme.</td>
</tr>
<tr>
<td>2</td>
<td>Voxpops: Children tell us about Remembrance Day and what it means.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘God is watching over you’ (<em>All about our school</em>, no 49). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: What’s the point of poppies? An original story by Rob John. Emily is always asking questions - especially those tricky ones that Mum finds difficult to answer and usually at inconvenient moments. One weekend, Emily notices that lots of people are wearing poppies on their clothes, but it’s not until she visits Great Grandad in his nursing home that her questions are answered.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On the significance of Remembrance Day and the importance of remembering and of keeping peace. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can listen or join in with ‘Amen’ at the end if they wish to make the prayer their own.</td>
</tr>
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</table>

### Follow-up activities:

- Who do you think Emily remembered when she was wearing her poppy?
- Who might you think about when wearing your poppy this year?

- Hold a period of silence on 11 November or at another time during the week. You could ask children whether they want to do anything else to commemorate this occasion.
- Find out more about the events that we commemorate during Remembrance Day each year. Why is it important to remember?
- Make ‘Flanders Fields’ pictures by finger-printing red poppies onto green paper and then adding a small black centre once the poppies are dry. Display them with the excerpt from the poem by Laurence Binyon which always forms a part of the act of remembrance: ‘At the going down of the sun and in the morning, we will remember them.’
- Find out whether there’s anyone in your family, or connected with your school, either now or in the past, who have stories to tell related to any of the wars we think about on Remembrance Day. Prepare questions that you might like to ask them.
- In the story Emily noticed in Great Grandad’s photo how he looked different. Look at old photos of soldiers from WW1 and WW2. Talk together about any things you notice to be different - eg clothes, transport, buildings, style of photos, etc. What questions would you like to ask about the pictures - or to any of the people in the pictures?

### Links:

- The Royal British Legion: [www.britishlegion.org.uk](http://www.britishlegion.org.uk)
- Help for Heroes: [www.helpforheroes.org.uk](http://www.helpforheroes.org.uk)

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8. Thanksgiving

**Themes:** The North American celebration of Thanksgiving - its historical significance; why it's good to give thanks.

**Focus image:** a picture of the ‘Pilgrim Fathers’ about to depart for the ‘New World’

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

**Before the programme:**

- Has anyone ever been on a boat trip? What was it like? What happened to you?
- Look at the picture (display it large if you are connected to the internet). Is the picture of now...or long ago? How is it different from a scene today?
- What might it have been like to go on a long journey in a ship like the one in the background?
- Can the children see the young girl in the rowing boat and the dog? How might they be feeling about the journey?
- In this programme, we’re going to hear about the American celebration called Thanksgiving. Why is it good to say thank you? What times during the year do we say ‘thank you’ to God?

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<tr>
<td>1</td>
<td>Welcome and introduction: Ben introduces the programme and welcomes the children.</td>
</tr>
<tr>
<td>2</td>
<td>Feature: Some American children tell us about Thanksgiving and its importance in the USA.</td>
</tr>
<tr>
<td>3</td>
<td>Story: The Mayflower Mastiff. An original story by Lucia Cox. Merryboy and his owner, Dotty, sail on The Mayflower to a new life in America. On the way, the ship is tossed about by storms and everyone is sea sick. When they arrive life is harder than they expected, but eventually they're able to build houses and grow food and life improves. At the end of the first year they take part in a Thanksgiving meal to which Squanto, a Native American who shows them how to cultivate the land, is invited.</td>
</tr>
<tr>
<td>4</td>
<td>Song: ‘New Day Beginning’ (Come and Praise Beginning, no 1). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On being grateful and sharing good times. Ensure everyone is listening carefully. This section also includes a section from the Prayer of Thanksgiving.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Thanking God for all the good things in our lives and asking him for help to be grateful. The 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:**
- How do you think Dotty and Merryboy felt leaving England on this long journey?
- What do you think made Dotty and Merryboy most afraid on the journey?
- How do you think everyone felt when they finally sighted land?
- Who do you think the Squanto and Native people were? How did Dotty and Merryboy feel when Squanto walked into the camp?
- What did Dotty learn from Squanto? Do you think Squanto learned from Dotty? Who do you learn from?
- What would you have looked forward to most at that first meal of Thanksgiving?
- What do you think Dotty and Merryboy said thank you for?
- Why do you think pumpkin pie is one of the celebration foods at Thanksgiving?

**Follow-up activities:**
- Listen again to the vox pops. Make a list of the things you’ve found out about Thanksgiving. Which would you enjoy the most?
- Look at a map of the world and see how far it is from Plymouth to the place in America that’s now called New Plymouth. Share thoughts about the journey they made.
- Take the story into a drama by ‘hot-seating’ Dotty, Merryboy and Squanto.
- Find out about the different parts of the Thanksgiving meal then write and decorate a Thanksgiving Day menu.
- Hold your own school Thanksgiving - not in the North American tradition, but made up of things that you are thankful for.

**Links:**

[www.history.com/topics/thanksgiving](http://www.history.com/topics/thanksgiving)
[http://mayflowerhistory.com](http://mayflowerhistory.com)

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**9. Chanukah**

**Themes:** The Jewish festival of Chanukah (Hanukkah); its origins and significance in Jewish life today.

**Focus image:** a chanukiah - a candlestick for nine candles.

[Click on the image to display it in your browser if you are connected online](http://www.history.com/topics/thanksgiving)

**Before the programme:**
- Look at the chanukiah (a chanukiah is a special candelabra with 9 candle holders, which celebrates the ‘Miracle of the oil’ at the festival of Chanukah.
- Look at the light coming from the candles. Compare it to the diya lamp - the focus image for programme 6.
- How is the chanukiah different from other types of candle holders the children have seen?
- Count how many candles there are and talk about what they might represent.
- What other Jewish celebrations do children know about?
- What other festivals use candles as a part of their celebrations?
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<td>1</td>
<td><strong>Opening:</strong> Ben welcomes the children and introduces the programme.</td>
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<tr>
<td>2</td>
<td><strong>Voxpops:</strong> Children tell us about the Jewish festival of Chanukah</td>
</tr>
<tr>
<td>3</td>
<td><strong>Song:</strong> ‘Shalom’ (Come and Praise, no 141). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Story:</strong> Talya’s Chanukah. An original story by Sherry Ashworth. Talya’s favourite festival is Chanukah, but this year it looks like it won’t happen for Talya. No one has tidied the house, Mum’s in hospital and Dad’s too busy to care. One by one the family members arrive and everyone brings something for the Chanukah celebrations. Finally Dad arrives home with Mum...and Talya’s new baby brother.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Reflection:</strong> On being grateful for festivals and sharing time with family and friends and appreciating peace. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Prayer:</strong> thanking God for the festival of Chanukah and the good things in our lives and asking him to help us work for peace. Children can listen or join in with ‘Amen’ at the end if they wish to make the prayer their own.</td>
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**Follow-up activities:**

- How do you think she felt when finally everyone was home and they had all the elements to celebrate Chanukah? And how do you think she felt when she saw her new baby brother?
- Can you remember why donuts are an essential part of the Chanukah celebrations?

**Talk about the story:**

- How do you think Talya felt when no one had started making plans for Chanukah?
- How do you think she felt when Grandma and Grandad and Auntie Rachel and Uncle Marc arrived, but no Mum and Dad?

**Links:**

- BBC Bitesize KS1 Class Clips on Judaism: [http://www.bbc.co.uk/education/clips/zd9jxn](http://www.bbc.co.uk/education/clips/zd9jxn)
- Chanukah: [http://www.bbc.co.uk/religion/religions/judaism/holy-days/hanukkah.shtml](http://www.bbc.co.uk/religion/religions/judaism/holy-days/hanukkah.shtml)
- How our family celebrates - Chanukah: [http://www.bbc.co.uk/blogs/cbeebiesgrownups/entries/4a79a096-b7fe-3111-8e45-0b7e410299fa](http://www.bbc.co.uk/blogs/cbeebiesgrownups/entries/4a79a096-b7fe-3111-8e45-0b7e410299fa)
10. Advent - looking forward to Christmas

Themes: giving and receiving at Christmas time; the story behind the carol ‘Silent Night’.

Focus image: a large wrapped present

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

Before the programme:

- Show children the focus image. What do you think might be inside the present?
- Is it better to give or to receive a present?
- What’s the most unusual present you’ve ever received / given?
- What’s the best present you’ve ever received / given?
- What is a Christmas carol? Can you sing any? (NB Christmas carols are connected with the Nativity story in some way, so ‘Santa got stuck up the chimney’ and other similar songs are not strictly Christmas carols!)

After the programme:

Talk about the story:

- Why do you think Grandpa chose ‘Silent Night’ to tell his grandson? Do you think it helped him ‘sleep in heavenly peace’?
- Why do you think Joseph wrote that the night that Jesus was born was ‘silent’? What words might you have chosen to describe it?

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<td>Welcome and introduction: Ben introduces the programme and welcomes the children.</td>
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<tr>
<td>2</td>
<td>Voxpops: Children tell us about presents they’ve given and received and about what they think makes a present special.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘Away in a manger’ (Come and Praise Beginning, no 44).</td>
</tr>
<tr>
<td>4</td>
<td>Story: The story of Silent Night. A story about the composition of ‘Silent Night’ by Deborah Nash. Grandpa is telling his grandson a Christmas story. On a Christmas Eve, in a little village called Obendorf, Father Joseph Mohr remembers a poem he’d written two years previously - about the birth of Jesus - and asks his friend Franz to write him a melody for it. And so one of the best-loved Christmas carols is born. NB. The carol was composed by Joseph Mohr with music by Franz Xaver Gruber and first performed on Christmas Eve 1818.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On thoughtful giving at Christmas time. Ensure the children are listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: thanking God for the joy of Christmas. The children can make the prayer their own by joining in with ‘Amen’ at the end.</td>
</tr>
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</table>
• Why do you think Joseph wanted the words to have a simple melody and be accompanied by guitar, not organ?
• How do you think Joseph and Franz felt when they heard people singing the carol they had written?
• In the story, we heard that Franz’s tune was the best Christmas present. Have you ever had an unusual Christmas present like this?

Follow-up activities:

• Look at the words to ‘Silent Night’. Is the whole of the Christmas story in the carol, or are there parts missing? Look at the words of some other Christmas carols to see which part of the story they tell.
• Design a Christmas card based on the words of ‘Silent Night’.
• Take part in the Christmas present challenge - can you think of a present that costs no money but that is worth a lot? Challenge each other to give one of these presents this year.
• Look at the words of ‘Silent Night’ in the original German. Can you work out which words say ‘silent’ and ‘night’? Look at it in other languages and see what the words are in those languages too.
• There are lots of different adjectives in the carol ‘Silent Night’. Can you find them all? (You may need to explain what some of them mean!) What other adjectives might you choose to put in their place?
• Look at photos of Obendorf. Would you like to live there?

Links:

‘The story of Silent Night’ as a video:
http://www.bbc.co.uk/learning/schoolradio/subjects/collective-worship/collectiveworship_stories/festivals/christmas
Some links to the carol in different languages:
www.silentnight.web.za

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